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ABSTRACT

The Center for Applied Linguistics and the North Carolina Department of Public Instruction conducted a 3-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that, in order to be successful, teacher trainers will have experience observing and teaching at the level for which they will be training others. The training model paired North Carolina teacher trainers with experienced elementary school teachers who served as their mentors. The teacher trainers participated in the following activities: (1) an intensive 4-day seminar on elementary school foreign language methodology; (2) observations of their partners' elementary school language classes; (3) teaching of their partners' elementary school classes; (4) collaboration with the elementary school language teachers in the development of a teacher education curriculum; and (5) peer coaching with a new group of teacher trainers. The teacher educator incorporated the new curriculum and methodologies into their universities' curricula and provided elementary school language instruction to undergraduate foreign language students preparing to become teachers. Project results included an improved ability of teacher educators to train future teachers, increased collaboration between teacher educators and practicing teachers, a statewide capacity to expand professional development opportunities, and a teacher education curriculum. The curriculum, "Elementary School (K-8) Foreign Language Teacher Education Curriculum," is being used throughout North Carolina as well as in other states and foreign countries. The curriculum is appended, as well as a project evaluation report, three seminar agendas, and an extensive set of project evaluation survey responses from seminar participants. (LB)

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IMPROVING ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHER EDUCATION

1989 - 1992

Final Report

Fund for the Improvement of Postsecondary Education (FIPSE)
U.S. Department of Education

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Improving Elementary School Foreign Language Teacher Education

Summary

With the growing demand across the country for foreign language instruction in the elementary school, there is an urgent and increasing need for qualified teachers. One of the reasons for the current shortage of trained elementary school foreign language teachers is the serious shortage of qualified teacher educators. The Center for Applied Linguistics and the North Carolina Department of Public Instruction conducted a three-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that, in order to be successful, teacher trainers should have experience observing and teaching at the level for which they will be training others. The training model paired North Carolina teacher trainers with experienced elementary school teachers who served as their mentors. The teacher trainers participated in the following activities: 1) an intensive four-day seminar on elementary school foreign language methodology (also attended by their elementary school colleagues), 2) observations of their partners' elementary school language classes, 3) teaching of their partners' elementary school classes, 4) collaboration with the elementary school language teachers in the development of a teacher education curriculum, and 5) peer coaching with a new group of teacher trainers. The teacher educators incorporated the new curriculum and methodologies into their universities' curricula and provided elementary school language instruction to undergraduate foreign language students preparing to become teachers. Project results included an improved ability of teacher educators to train future teachers, increased collaboration among teacher educators and practicing teachers, a statewide capacity to expand opportunities for professional development, and a teacher education curriculum. The curriculum, *Elementary School (K-8) Foreign Language Teacher Education Curriculum*, is being used throughout North Carolina as well as in other states and foreign countries.

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Teacher Preparation Project Underway in North Carolina. FLES NEWS, Vol. 3, No. 2, 1989.

Executive Summary

Improving Elementary School Foreign Language Teacher Education
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A. Project Overview

The Center for Applied Linguistics (CAL) along with the North Carolina Department of Public Instruction (NCDPI) designed a three-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that teacher trainers need experience observing and teaching at the level for which they will be training others. The training model paired North Carolina teacher trainers with experienced elementary school teachers who served as their mentors. The teacher trainers participated in the following activities: 1) an intensive four-day seminar on elementary school foreign language methodology (also attended by their elementary school colleagues), 2) observations of their partners' elementary school language classes, 3) teaching of their partners' elementary school classes, 4) collaboration with the elementary school language teachers in the development of a teacher education curriculum, and 5) peer coaching with a new group of teacher trainers. These teacher educators were then responsible for incorporating the new material and methodologies into their universities' curricula and providing elementary school language instruction to undergraduate foreign language students preparing to become teachers.

B. Purpose

The purpose of this three-year project was to improve the training of elementary school foreign language teachers at institutions of higher education and to develop a curriculum for the training of these teachers. The cornerstone of the project was the university faculty–elementary school teacher collaboration in the classroom.

As part of the goal of wider dissemination of the teacher training model, this program, after revision, was replicated with a second group of North Carolina institutions, with the first group of teacher trainers and elementary teachers serving as peer coaches. This program has allowed trainers to learn first hand from local teachers by observing, co-teaching, and peer-coaching.

C. Background and Origins

No place is the problem of elementary school language teacher training more severe than in North Carolina. *By 1993, all public school students in North Carolina will be required to study a foreign language from kindergarten through elementary school* (North Carolina State Board of Education). No other state has passed such far-reaching legislation and thus, no state is in greater need of elementary foreign language teachers than North Carolina. If elementary language teacher education is not increased substantially, the state will have a difficult time meeting its mandate. Meeting the mandate is important not only for North Carolina, but for the future of elementary foreign language programs throughout the nation. Educators are looking to North Carolina as a model for revitalizing foreign language learning.

D. Project Description

The main components of the project included a teacher training seminar the first year for FLES teachers and teacher trainers, class observations and teaching of FLES classes by the teacher trainers, developing a teacher training curriculum, implementing the methods course, and duplicating the model with a new group of teacher trainers. The following are the major features of the project.

Teacher Training Seminar. During the fall of 1989, project staff, in conjunction with consultants and North Carolina trainers, conducted a four-day seminar in Winston-Salem for both the teacher educators and the elementary school teachers. The focus of the seminar was on general elementary methodology, specifically such topics as program goals, second language acquisition of children, content-based instruction, techniques and strategies for teaching reading and writing, and child development. The overall goal of the seminar was to help participants understand foreign language instructional objectives and develop classroom lessons and activities that integrate language and cultural learning with the content areas of the elementary curriculum. Through hands-on practice, participants were introduced to techniques for teaching functional language, planning lessons, testing language skills, setting curricular objectives, and selecting/designing materials appropriate to the needs and interests of elementary school foreign language learners.

Class Observations and Teaching. A critical component of the project, and the twist often missing from training programs, was the opportunity for the trainers to practice in a real K-6 foreign language class the methods and techniques they learned. After the four-day seminar, each trainer was assigned one of the elementary school foreign language teachers as a partner. The trainers observed their partners teaching at their elementary schools. After the observations, the trainers jointly planned lessons with their partners and then taught the classes they had observed.

Teacher Training Curriculum. With the teaching experience fresh in their minds, the project group of trainers, teachers, and supervisors convened to develop a model for a university teacher-training program for prospective elementary school foreign language teachers. The project curriculum is divided into three main sections. The first section lists 14 elementary school foreign language teacher competencies (what teachers should be able to do and what they should be knowledgeable about). The second section identifies instructional experiences, resources, and evaluation procedures for fulfilling these competencies. The final section includes a bibliography and resources. The curriculum is not intended as a curriculum for a single methods class, but rather as a framework for a complete teacher training program.

Implementation of Methods Courses and New Curriculum. The first step for the universities in implementing the curriculum was to examine the list of competencies and determine which of them were addressed in courses and experiences already available at the institution. Competencies not being met elsewhere were planned for in new course offerings, either in the foreign language methods course or in a related course such as children's literature.

Model Duplication. For the final year of the project, eight teacher trainers from the original group were paired with a new group of eight teacher trainers for collaboration and coaching. In addition, the new group was paired with eight of the project's model elementary school teachers for class observation and teaching. This new group followed the same model as was followed in year one except that they had the added benefit of having a teacher educator as well as an elementary school teacher with whom to work.

E. Project Results

What evidence do we have concerning what the participants learned as a result of this project? Project directors conducted methods class observations that focused on teacher as well as student behavior, class topics, and activities to verify whether the teacher educators, in fact, were using the skills, techniques, and approaches presented in the training and were adapting the pilot teacher training curriculum. We found that the teaching situations that the faculty members were involved in at different universities were diverse. Some of the faculty members were teaching a methods class for the first time and were implementing an elementary foreign language methods course as part of their university's certification program for K-12 foreign language teachers. Other schools had already been offering a methods course for secondary school students and were using the information gained at the workshops to incorporate elementary school approaches and to supplement the methods and materials already being used in the course.

The teacher trainers were adapting the pilot curriculum to their students' needs in various ways. Because of time constraints, in most cases the trainers focused on five or six of the 14 elementary school foreign language teacher competencies outlined in the curriculum. The

competencies most commonly addressed in the classes were second language acquisition, instructional methods, instructional resources, elementary school principles and practices, and proficiency in the foreign language.

In a few universities, we were able to assess the undergraduates' performance in their peer teaching activities and practica during the methods class. It was obvious in the classes viewed that the instructors had prepared them appropriately for their teaching experiences. The students demonstrated lessons that were contextualized and meaningful to children and it was clear that sound principles of child development and elements of the elementary curriculum had been an essential part of their preparation.

Finally, to ascertain whether or not the project met its three major goals (to improve the ability of teacher educators to train future elementary school foreign language teachers, facilitate collaboration among teacher educators and practicing teachers, and build a statewide capacity to expand opportunities for professional development), an external evaluator solicited written comments from the participants and conducted post-training interviews. The following are some of the evaluator's comments. "Teacher trainers overwhelmingly felt that their abilities to train FLES teachers and to teach the FLES methods courses had been greatly improved. Several trainers indicated that they had changed the priorities in their methods classes as a result of what they had learned from the project. Elementary school foreign language teachers also indicated that collaboration among FLES teachers and teacher trainers had been greatly improved. They were exuberant about their convictions that networking and communication among FLES teachers and teacher trainers was invaluable and that this networking had helped to improve their professional competence. Finally, participants felt that North Carolina will benefit greatly as a result of the project and that the project will have a lasting impact."

CAL was able to build on the success of the first two years of the project by convening a meeting in the final year to address an issue that surfaced again and again with teacher trainers and elementary teachers -- how to assess elementary school foreign language programs. Twenty-one elementary foreign language educators from around the country who were involved in student assessment came together at CAL for the purpose of developing overall guidelines for educators responsible for assessment. The guidelines, including principles of effective assessment and recommendations for future assessment work, have now been endorsed by the executive board of the National Network for Early Language Learning.

F. Conclusion

Every participant in the project agreed that it was and continues to be worthwhile. Besides creating a curriculum that educators across the country can use, the project helped develop professional collaborations. All participants felt a strong sense of community and were interested in working toward the common goal of providing the best foreign language instruction possible in North Carolina elementary schools. The project participants indicated that they had been greatly empowered as a result of project participation in the areas of increased knowledge of methods, increased collaboration, and improved ability to teach methods classes or FLES classes. The project helped to nurture cooperation among CAL, the State Department of Public Instruction, the universities, and the public schools.

Note: The curriculum, *Elementary School (K-8) Foreign Language Teacher Education Curriculum*, (1992) has been published by the ERIC Clearinghouse on Languages and Linguistics and is available from CAL.

Improving Elementary School Foreign Language Teacher Education

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A. Project Overview

During the past decade, a number of education commissions have called for an overhaul of foreign language instruction in this country, urging that it begin in the elementary grades (U.S. Secretary of Education William Bennett's *James Madison Elementary School: A Curriculum for American Students* (1); National Advisory Board on International Education Programs (2); National Commission on Excellence in Education (3)).

Responding to this call, thirty states have instituted new foreign language requirements. Almost all now require secondary schools to offer at least two years of a foreign language for accreditation. But what is even more significant is the increase in the number of elementary schools teaching foreign languages. A survey of eight states found a 10% increase between 1980 and 1987 in the number of programs offered in the elementary school, and five states -- Arizona, Arkansas, Louisiana, New York, and North Carolina -- have mandated foreign language instruction in elementary grades.

The increase in elementary school foreign language programs presents a number of challenges, the most important of which is the need for training of elementary school language teachers. At present, few universities offer certification or even special courses for elementary foreign language teachers. As a result, elementary language programs are often staffed by teachers with no language teaching experience; by teachers with secondary rather than elementary certification; or by teachers fluent in the language but with no teaching credentials.

There are three major problems concerning the preparation of teachers for early language instruction:

(1) the shortage of trained elementary language teachers,

(2) inadequate preparation for those teachers currently in elementary programs, and

(3) the shortage of qualified teacher educators.

Attempts to improve the situation face many obstacles. First, the number of undergraduates going into teaching has been decreasing over the last decade (although the trend has recently reversed). Of these, only a very small percentage are proficient in a foreign language. Moreover, undergraduate teacher preparation programs make it very difficult for those preparing to become elementary school teachers to also take enough credit hours in foreign language courses to attain a sufficiently high level of proficiency to teach that language (Met, 4).

Of equal concern is the lack of institutions of higher education that have programs to prepare elementary school foreign language teachers. Obviously, the most effective long term approach would be to increase the number of elementary school foreign language teacher training programs in colleges and universities. However, this is not easily done, since so few teacher educators in this country have had experience teaching in, or training teachers for, elementary foreign language programs (Met, 4). Ideally, effective teacher educators have training and experience teaching children at the same level for which they are training others.

With these needs in mind, the Center for Applied Linguistics (CAL) along with the North Carolina Department of Public Instruction (NCDPI) designed a three-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that teacher trainers need experience observing and teaching at the level for which they will be training others.

The training model paired North Carolina teacher trainers with experienced elementary school teachers who served as their mentors. The teacher trainers participated in the following activities: 1) an intensive four-day seminar on elementary school foreign language methodology (also attended by their elementary school colleagues), 2) observations of their partners' elementary school language classes, 3) teaching of their partners' elementary school classes, 4) collaboration with the elementary school language teachers in the development of a teacher education curriculum, and 5) peer coaching with a new group of teacher trainers. These teacher educators were then responsible for incorporating the new material and methodologies into their universities' curricula and providing elementary school language instruction to undergraduate foreign language students preparing to become teachers.

The 13 teacher educators who participated in the project were from public and private universities representing the eight educational regions in North Carolina. Participants were all members of North Carolina's statewide Second Language Education Evaluation Committee (SLEEC) that included key foreign language educators in the state. The participants had been selected for the statewide committee because of their interest in and dedication to the improvement of elementary language teacher training at the university level. The universities included: Appalachian State University, East Carolina University, Meredith College, Methodist College, North Carolina State University, St. Andrew's College, University of North Carolina-Asheville, University of North Carolina-Chapel Hill, University of North Carolina-Charlotte, University of North Carolina-Greensboro, University of North Carolina-Wilmington, Wake Forest University, and Western Carolina University. The 13 model elementary teachers were also North Carolina SLEEC members and represented school districts in each of the eight educational regions. In recognition of their teaching expertise they had been identified as model teachers by the North Carolina Department of Public Instruction and selected to serve on SLEEC. These elementary

teachers participated in the seminars and served as demonstration teachers for the classroom observation portion of the project. At the end of the second year the project was expanded to include 8 additional teacher trainers from: Barton College, Davidson College, Fayettville State University, Greensboro College, High Point College, Lenoir-Rhyne College, North Carolina A & T, and Salem College.

The results of the project were overwhelmingly positive. In addition to the expected results -- university teacher trainers gaining in-class experience at the elementary level, improved university methods classes, and a training curriculum for universities -- there were unexpected side benefits. Many of the teacher trainers, through their elementary school collaborations, made excellent contacts in the schools. They plan to continue their collaboration by sending their methods students to observe and student teach with the same elementary school teachers. Furthermore, the elementary school teachers reported that they gained a lot from their mentoring roles. They felt that their relationships with the teacher trainers were two-way, and they felt on an equal level so that they were real collaborators.

The project proved so successful and the need for the *Elementary School (K-8) Foreign Language Teacher Education Curriculum* so great that we could not accommodate all the requests for the curriculum. As a result, we sought a distributor who could make the curriculum widely available to universities and school districts at a relatively low cost. The ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics agreed to provide this service, and the curriculum is now available at cost.

B. Purpose

The purpose of this three-year project, then, was to improve the training of elementary school foreign language teachers at institutions of higher education and to develop a curriculum for the training of these teachers. The cornerstone of the project was the university faculty–elementary school teacher collaboration in the classroom. After the first year, the teacher educators were responsible for incorporating the new material and methodologies into their universities' curricula and providing instruction in elementary school language teaching to undergraduate foreign language students preparing to become teachers.

As part of the goal of wider dissemination of the teacher training model, this program, after revision, was replicated with a second group of North Carolina institutions, with the first group of teacher trainers and elementary teachers serving as peer coaches. This program has allowed trainers to learn first hand from local teachers by observing, co-teaching, and peer-coaching.

As described earlier, the problems this project addressed were the following:
(1) the shortage of trained elementary language teachers, (2) inadequate preparation for those teachers currently in elementary programs, and (3) the shortage of qualified teacher educators.

Looking back at these three problems that we identified in 1989 as the major issues that our project would address, we have learned a lot about how to start solving these problems. Our attempts to improve the situation proved successful, we feel, because of two reasons. First, the teacher trainers got experience, many for the first time, in the elementary classrooms, working with the FLES teachers and teaching the young students. Second, participants were able to interact and collaborate for the duration of the project with each other (FLES teachers and teacher trainers) as well as with the project consultants, the State Department of Public Instruction staff, and school district foreign language supervisors who attended the meetings.

For anyone who wants to replicate this training model, we would recommend that the model be kept intact except for one key feature. In our project, the second group of teacher trainers were brought into the project at the end of the second year when the draft of the teacher training curriculum was already complete. Many of these teacher trainers felt that they would have benefitted more if they had been included in the group at the beginning of the second year, so they could have been actively involved in the development of the curriculum. They agreed that a two phase approach was necessary, i.e., it was appropriate to start out with a smaller group and add more participants later, but there was no reason to wait until the end of the second year to bring in the second group.

Another administrative change that would further strengthen the project would be to increase communication with the participating school districts and universities. Participants suggested that in addition to the regular contact with the FLES teachers and the initial communication with the school districts, there is a need for ongoing communication with the teachers' school districts. This is especially important before and after the meetings, both to facilitate release time for them and also to provide for accountability. It was suggested that possibly the minutes of the meetings and workshops could be published or some type of news report could be disseminated. This would provide both a measure of accountability and a way of disseminating information about the project. Communication with university deans and department chairs was also suggested as a way to increase communication about the project (For more details on project replication, see p.19).

C. Background and Origins

No place is the problem of elementary school language teacher training more severe than in North Carolina. *By 1993, all public school students in North Carolina will be required to study a foreign language from kindergarten through elementary school* (North Carolina State Board of Education, 5). No other state has passed such far-reaching legislation and thus, no state is in greater need of elementary foreign language teachers than North Carolina. If elementary language teacher education is not increased substantially, the state will have a difficult time meeting its

mandate. Meeting the mandate is important not only for North Carolina, but for the future of elementary foreign language programs throughout the nation. Educators are looking to North Carolina as a model for revitalizing foreign language learning.

North Carolina has taken a number of steps to meet the need. The state recently changed its foreign language teacher certification from grades 9-12 to K-12, so that it requires that undergraduate foreign language methods classes include a component on elementary language methodology. The North Carolina Department of Public Instruction has developed K-12 teacher competencies and guidelines so that teacher preparation programs can ensure that initially certified foreign language teachers have the proper preparation for teaching students at all levels of the K-12 curriculum.

The state has developed two alternate routes to certification for elementary school language teachers. One is through a K-6 "add-on" endorsement in foreign languages that can be added to a standard elementary certificate. The other route is for current secondary certified foreign language teachers to become certified K-12 by expanding their present certificate.

The North Carolina Department of Public Instruction has also taken steps to strengthen teacher education programs. As mentioned earlier, the Department has organized a statewide committee for this purpose, the Second Language Education Evaluation Committee (SLEEC), composed of representatives from public school districts, colleges and universities, and the State Department of Public Instruction. It was this committee of the Department of Public Instruction that collaborated with the Center for Applied Linguistics in this project to develop an elementary school language teacher education program to benefit from the expertise of elementary language teachers currently teaching in the state.

One of the contributing factors to the success of this project was the support of the North Carolina Department of Public Instruction. Throughout the project, project co-director L. Gerard Toussaint, one of the North Carolina second language consultants, provided continuous support from the state level, along with Fran Hoch, Jane Cowan, and Bernadette Morris. In addition, the supplemental funding from NCDPI, Division of Teacher Education, enabled us to expand the project and include twice as many trainers as we could have with just FIPSE funding. From CAL's perspective, the high level of collaboration on all aspects of the project between CAL, the North Carolina Department of Public Instruction, and the teacher trainers and FLES teachers contributed in a major way to its success.

D. Project Description

The main components of the project included a teacher training seminar the first year for FLES teachers and teacher trainers, class observations and teaching of FLES classes by the teacher trainers, developing a teacher training curriculum, implementing the methods course, and

duplicating the model with a new group of teacher trainers. The following is a description of the major features of the project.

Teacher Training Seminar

During the fall of 1989, project staff, in conjunction with consultants Helena Curtain, Myriam Met, Carol Ann Pesola, and North Carolina trainers Jane Mitchell and Audrey Heining-Boynton, conducted a four-day seminar in Winston-Salem for both the teacher educators and the elementary school teachers. The focus of the seminar was on general elementary methodology, specifically such topics as program goals, second language acquisition of children, content-based instruction, techniques and strategies for teaching reading and writing, and child development.

The overall goal of the seminar was to help participants understand foreign language instructional objectives and develop classroom lessons and activities that integrate language and cultural learning with the content areas of the elementary curriculum. Through hands-on practice, participants were introduced to techniques for teaching functional language, planning lessons, testing language skills, setting curricular objectives, and selecting/designing materials appropriate to the needs and interests of elementary school foreign language learners.

An aim of the teacher training seminar was to build on participants' existing knowledge by providing them with additional information on how children learn language and how various approaches to teaching language could be used.

To gear the seminar to the participants' needs, a pre-seminar questionnaire was sent out to get background information on the participants. Questionnaire responses provided project directors with specific topics of interest to both teachers and teacher trainers. Many of the teacher trainers knew the theory, but were interested in getting practical, hands-on experience with various age groups and levels. At the same time, some of the elementary teachers were interested in ways to integrate subject matter into language teaching and in new ideas for teaching reading and writing. In addition, many of the elementary teachers were looking forward to working with the university professors. They expressed the hope that the project would facilitate collaboration among teacher trainers and elementary school teachers in the future and improve the training available for elementary language teachers in North Carolina.

The seminar agenda (see Appendix C) included topics that the project directors and participants, in their questionnaire responses, felt were essential. In an effort to conduct the seminar by actually implementing the methodologies that were being taught, each of the presenters gave demonstrations and provided hands-on activities for the participants. The seminar began with a "getting to know you" exercise that incorporated cooperative learning techniques that could later be used in their classrooms. The purpose of the exercise was to establish good rapport among the participants, which turned out to be an important building block for the project.

The major principles of early language teaching were introduced by means of demonstration and audience involvement to illustrate the use of only the foreign language in the class (no English!); a focus on comprehension rather that speaking in the beginning stages; and the use of concrete experiences, hands-on activities, and physical activity in class. Following this overview came the cornerstone of the seminar: small group activities in which teachers and teacher trainers worked jointly to develop a simple classroom activity based on one of the major principles that had been discussed. The lessons were presented (with many hands-on activities) to the entire group the next morning.

The next day, the teachers and teacher trainers developed their own content-based activities following two presentations on content-based instruction and communicative teaching. They were divided into groups of teachers and teacher trainers and were asked to select one topic area (family, clothing, shelter, or food) and one subject area to integrate into an activity. Each person in the group was assigned a particular role (as had been demonstrated in the opening cooperative learning exercise) such as praiser, note taker, questioner, or facilitator. They then taught their lessons to the other participants.

As the finale for the second day of the seminar, the group held a panel discussion led by the consultants and two North Carolina teacher trainers. Participants were encouraged to ask questions about any related topic. Many discussed their present school situations and wanted suggestions on how to teach 10 classes a day, sometimes with as many as 800 students a week.

On the third day, an introduction to stages in child development and what foreign language teachers should know about developmental stages was presented in a practical way. The presentation focused on the psychological aspects of language learning, with ideas that could easily be applied to the classroom.

After a hands-on demonstration of storytelling, the trainers and teachers worked together to develop pre-reading activities, props, and methods for telling or reading a story. Each group agreed that the teacher trainers should be the ones responsible for actually delivering the story to the rest of the group. A few of the teacher trainers admitted that they had been afraid to get up in front of the group and read *Los Tres Osos* or *La Petite Poule Rouge*, but after it was over they were glad that they had had the experience.

Seminar participants provided positive feedback on the seminar and especially liked the way the presenters used the expertise of the participants to develop their topics. One elementary school teacher commented that she learned a lot because she was pushed and challenged with regard to methodology and activities. "I loved the hands-on, concrete, content-based activities which we all had an opportunity to not only hear about, but also participate in."

A teacher trainer said that the ideas learned from the seminar will help her organize her language teaching methods class both in guiding fundamental techniques and specific activities

learned from the group planning and presentation sessions. Overall, both elementary school teachers and teacher trainers felt that they received many ideas that they could readily use in their elementary or college level classes.

The project staff learned that for a successful workshop, training seminar, or really any type of teaching, it is critical that the participants feel that they have a part in the training and that they have some control over the content. This was one reason that the pre-seminar questionnaires were so helpful. Project staff also learned that the agenda should stay flexible enough so that if it needs to be modified or changed as the workshop progresses, it can be.

Class Observations and Teaching

Partnerships. A critical component of the FIPSE project, and the twist often missing from training programs, was the opportunity for the trainers to practice in a real K-6 foreign language class the methods and techniques they learned. After the four-day seminar, each trainer was assigned one of the elementary school foreign language teachers as a partner. The trainers observed their partners teaching at their elementary schools. After the observations, the trainers jointly planned lessons with their partners and then taught the classes they had observed. The trainers were matched with elementary teachers previously on the basis of foreign language compatibility (French, Spanish, or German) and secondarily on geographic proximity. Although all trainers worked with teachers in their designated foreign language, a hardship for many of them was that they had roundtrip commutes of over two hours because of the location of their partners' schools.

Class Observations. The teacher trainers were asked to make three to four class observations. Several trainers with limited K-6 classroom experience made additional observations in order to feel more comfortable in the elementary classroom. The trainers arranged with the teachers a mutually convenient time for the observations and subsequent teaching. One trainer observed and taught within several weeks of the initial seminar, while the others completed their experiences during the following spring semester.

The group created an ethnographic-type observation form that documented what was observed during the lesson (see Appendix D). Since all of the teachers were considered to be exemplary and the purpose of the observation was for the trainers to learn from the elementary teachers, it was important that the trainers not rate the lessons they viewed. The form allowed for a modified scripting of the lessons in addition to a checklist of specifics to look for.

The observation form also included a questionnaire for a teacher interview to be conducted by the teacher trainer. The open-ended questions supplied background information on the teachers as well as suggestions from the teachers that the trainers could incorporate in their methods classes.

Additionally, the trainers wrote journal comments after each visit that documented, among other items, their impressions of the class and a comparison of their expectations with their observations. Before the experience, each trainer had a different notion of what it was like to be a K-6 foreign language teacher. One trainer commented that "it was very important and useful to see the FLES teacher's style, pacing of class, integration of materials, and orderly movement from one classroom to another. It was not nearly as hectic as I had imagined. (Also), the classroom teacher's cooperation was crucial." Another observed that "I have learned that FLES teachers must have a great deal of energy and enthusiasm. I was exhausted after I had followed the FLES teacher around to all her classes." As these comments indicate, the observations helped the trainers assess the accuracy of their pre-visit expectations and beliefs.

Lesson Planning and Teaching. After the three or four class observations, the teacher assisted the trainers with planning the lessons that the trainers would deliver. In some cases, the trainers asked to borrow the realia, visuals, and manipulatives from the K-6 foreign language teachers; in others, they opted to use or create their own.

The trainers presented a variety of lessons. One reviewed and introduced a new food group in a content-based lesson, another pre-taught vocabulary and read the children a story, and still another reviewed concepts dealing with feelings and presented to the children two new words expressing emotions.

For all the trainers, the teaching provided the necessary connection between the K-6 classroom and the methods class. One trainer stated that flexibility was the key: "I taught five second grade classes, including two learning disabled classes, and I had to adjust my (original) lesson plan. In some cases I was successful, in others not."

Because of the experience, several of the trainers pledged to return to the K-6 classroom. As one trainer said, "Returning to the classroom reminds us what it is like to teach K-12 students on a daily basis. It helps to keep us honest when we teach our methods classes." (See related article, "Retraining Teacher Trainers: Attitudes and Impressions," by Heining-Boynton & Mount (9).)

Development of Teacher Training Curriculum

With the teaching experience fresh in their minds, the project group of trainers, teachers, and supervisors convened again in May 1990, to develop a model for a university teacher-training program for prospective elementary school foreign language teachers. Because North Carolina has the most comprehensive K-5 foreign language mandate of any state, it was anticipated that this curriculum could serve as a national model for universities across the country interested in implementing similar training programs. The curriculum was to be based on teacher training competencies and guidelines already available, including those developed by the North Carolina

Department of Public Instruction (6) as well as the American Council on the Teaching of Foreign Languages (7) and the American Association of Teachers of French - FLES Commission (8).

The majority of the three-day meeting was spent in large and small group brainstorming sessions, fine tuning and expanding on the competencies, and finally, elaborating on them to specify what the teaching faculty will need for their methods classes and other related courses. For each competency, the educators included lists of specific instructional experiences, resources, and evaluation measures necessary for the students to achieve the required competency. It was agreed that the curriculum would be based on competencies because the educators viewed their teacher preparation programs as revolving around teacher competencies. What was discovered by the trainers and teachers at the meeting was that the North Carolina Second Language Competencies provided the major foundation for the curriculum developed in this project. Since the trainers had already been working with the competencies for several years, and because they had experienced first-hand current K-6 foreign language classes, the review, revision, or creation of an elementary foreign language methods course flowed.

The result of the meeting was the first draft of the curriculum. The trainers then pilot-tested the project's curriculum during the 1990-91 academic year. The document was revised based on comments and suggestions of both the teacher trainers and the foreign language teachers.

The revised curriculum is divided into three main sections (see Appendix A). The first section lists 14 elementary school foreign language teacher competencies (what teachers should be able to do and what they should be knowledgeable about). These competencies cover the following categories: a) language proficiency and cultural knowledge, b) language acquisition and child development, c) foreign language methodology, d) the elementary school environment, and e) the teacher as professional. The second section identifies instructional experiences, resources, and evaluation procedures for fulfilling these competencies. The final section includes a bibliography and resources. The curriculum is not intended as a curriculum for a single methods class, but rather as a framework for a complete teacher training program.

Implementation of Methods Courses and New Curriculum

All of the institutions participating in the project began their curricular changes before the FIPSE project started. For those universities already granting foreign language (grades 9-12) certificates, the North Carolina State Department of Public Instruction mandated that by July 1, 1990, they needed to have begun their curriculum revision for a K-12 certificate since they could no longer admit students into the 9-12 certification program. Especially at the larger institutions, curriculum changes can take a year or more before the paper work passes through all the necessary committees. Hence, the process of curriculum revision and course development for many of the trainers began in 1989 or earlier. Most of the trainers had already taught early childhood foreign

language methods to their university students since the state mandate had been approved in 1985 and implementation was under way by 1988.

The project directors visited several universities during 1990-92 to observe the methods classes and assess the impact of the new curriculum. During those visits, we were able to observe not only the teacher trainers in action, but in most cases their students as well. In some of the classes, the undergraduate students were involved in peer teaching, where they would present sample lessons to their classmates as if they were teaching young children. In other cases, a practicum was observed where the undergraduates taught a group of young children as part of their class time.

The first step for the universities in implementing the curriculum was to examine the list of competencies and determine which of them were addressed in courses and experiences already available at the institution. Competencies not being met elsewhere were planned for in new course offerings, either in the foreign language methods course or in a related course such as children's literature.

In the curriculum implementation, the teacher trainers found that the time devoted to each competency is dependent on the background and experience of the students. Some of the universities needed programs designed for teachers who already had a strong background in several of the curriculum competencies. For example, teachers whose primary preparation is for the elementary school do not require as much class work in child development, classroom management, and elementary school curriculum. Secondary school language teachers may not need as much formal attention to language teaching approaches or second language acquisition theory. Both groups need work with matching their previous experiences with the elementary school foreign language classroom.

As expected, the programs found that there are far more suggested readings and activities listed in the project curriculum than can reasonably be addressed in a pre-service methods class. In fact, many methods teachers found that careful reading and discussion of one or two basic resources, combined with extensive practical work in planning and materials development, was more effective than a lengthy list of required readings. The trainers agreed, however, that the resources can provide greater depth and wider experience in areas that go beyond initial skills needed for entry to the profession. For example, they would be useful for MAT candidates in foreign language education.

The configurations of foreign language methods courses differ at each of the institutions. For example, the course at North Carolina State University lasts for 7.5 weeks, for a total of 5 credit hours (3 hours a day, 5 days a week); the course at East Carolina University is for 15 weeks, for a total of 5 credit hours (1.5 hours a day, 3 days a week), and the course at University of North Carolina-Chapel Hill is for 15 weeks for a total of 6 credit hours. Two of the 13

universities maintain separate methods courses for elementary and secondary school foreign language teaching; the rest provide one course with a K-12 perspective.

Even though overall foreign language teacher certification programs had been developed at the participating universities before the current project, the methods course remained the flexible key that the trainers revised and modified as frequently as they wanted, with input from the seminar activities, teaching experiences, and the new curriculum. For this group of trainers, the *process* of curriculum development was probably as important as the final product, in that it helped them refine their own methods classes and implement necessary changes in their certification programs.

Since becoming involved in this project, all of the trainers teach their courses differently from the way they did in the past. For some trainers, minor fine tuning occurred in their methods classes as aspects of the new curriculum were implemented. For others, major renovations took place in their syllabi. One trainer wrote that the project "changed the way I will teach my methods class." Another teacher said that, "I have a much better idea of how to prepare my methods students for classroom visits, observations, and activities."

Model Duplication

For the final year of the project, eight teacher trainers from the original group were paired with a new group of eight teacher trainers for collaboration and coaching. In addition, the new group was paired with eight of the project's model elementary school teachers for class observation and teaching. This new group followed the same model as was followed in year one except that they had the added benefit of having a teacher educator as well as an elementary school teacher with whom to work.

This new group started out by attending the May 1991 meeting in Winston-Salem with all the other teacher trainers and FLES teachers. The agenda for the meeting had been revised considerably before the meeting as a result of direct input from the participants.

Originally, we had designed the meeting similar to the 1989 kick-off meeting so that there would be major presentations from two project consultants, Helena Curtain and Myriam Met. However, after discussing a draft agenda with project participants and the North Carolina Project Co-Director, we felt that the project participants had developed enough expertise to be able to present all the sessions on their own. We sent a letter to all participants listing the major topics that we wanted to cover at the meeting, and then asked for volunteers to present on each. As much as possible, we requested that the presentations be done jointly by teacher trainers and FLES teachers.

The ice-breaker session on "Key Concepts for Early Language Programs," conducted by trainer Audrey Heining-Boynton and FLES teacher Sonia Torres, was an overwhelming success.

They capitalized on the experience of the current project teacher trainers and FLES teachers while at the same time bringing the new teacher trainers into the group.

The exercise was as follows: The eight new teacher trainers were asked to come to the front of the room while the remaining experienced teacher trainers and FLES teachers were given pieces of paper with a key concept written on them or a personal question such as "Where were you born?" or "What is your favorite flower?" The new teacher trainers were asked to go around the room and ask each participant, "What information do you have for me?" They were expected to write down the piece of information and the name of the person who offered the information. The object was to collect as much information as possible in 20 minutes. The new trainers came away with a list of 16 key concepts as well as some personal information.

The new trainers were then asked, one by one, to report back what key concepts they had learned. The presenters had them listed on an overhead transparency (but covered up), and uncovered each one as it was mentioned. As each was mentioned, the presenters asked the participant who provided the information to the new teacher trainer to further explain what the concept meant. This was a highly successful presentation in that it (1) involved everyone in the process, (2) called on the experienced teachers and teacher trainers to provide detailed information, (3) and provided a non-threatening way for the new teacher trainers to learn the new concepts as well as meet all the project participants.

The "Reading and Writing Activities in the Language Classroom" session, presented by Jane Mitchell, Mary Lynn Redmond, and Claudette Jarrett, was also very much a hands-on participatory session. A "language experience" approach was used, with the participants first experiencing a fantasy trip to the beach (close your eyes and imagine being at the beach), and then talking about pictures of the beach. The next step was for the participants (students) to tell the teacher what characters they wanted in their class story. Workshop presenters wrote responses and story sentences on the board for all to see in both French and Spanish. The participants wanted the following characters in their story: la mamá, el papá, la niña, el niño y la abuela. The teacher then asked, "Qué hace el papá?" and continued with the questions for all the characters. The students jointly decided on what they wanted the characters to be doing. The teacher wrote their sentences on the board.

El papá va a pescar.
La mamá toma el sol.
La niña hace castillas de arena.
Al niño le gusta nadar.
La abuela lee en la playa.
A toda la familia le gusta ir a la playa.

The resulting sentences were a description of their experiences based on their fantasy trip and their discussion of the pictures. Next, the teacher modeled the correct pronunciation of the sentences and the students repeated. Then the students read aloud individually. The final activity was for the students to draw illustrations for each sentence on a separate piece of paper, write the sentences below the illustrations, and staple them together as a book. These can then be read by classmates. Another idea would be to have the teacher record the story on cassette tape and then leave it in the class for the children to listen to in their free time. Or, the students often enjoy making their own tape recording of the story and then other children can listen to it.

A participatory presentation by trainer Elaine Porter and FLES teacher Georgia Grant, "Cooperative Learning in the FLES Class,"demonstrated new techniques for using small group work in the language classroom. Activities such as "Inside Outside" were demonstrated that show how students can have multiple opportunities to practice answering questions with partners.

Next, Diane Adler presented a session on "Essential Components of a Teacher Training Program" by going through, step-by-step, the procedure used at North Carolina State University to implement their FLES teacher training program. This session was especially useful for the new teacher trainers who will soon be responsible for teaching a FLES class.

A final session the first day of the workshop was presented on the "Statewide Third Grade Second Language Test," in which the Director of the Second Language Division of the North Carolina Department of Public Instruction, Fran Hoch, described the pilot testing in progress in North Carolina. This was an important session in that it gave the key foreign language educators in North Carolina insight into the purpose and procedure of the newly developed test.

The next day, the session to revise the teacher training curriculum turned out to be a very successful one. We decided to have the participants work in groups of 4-5 to prioritize the 14 competencies that had been agreed upon at the May 1990 meeting. The process worked very well, and we had a very intense discussion on the pro's and con's of the ratings of each competency.

The final session, and in some people's minds the most useful, was a panel discussion by four teacher trainers, Manolita Buck, Joann Mount, Norhma Holton, and Burgunde Winz. As an introduction to the project for the new trainers, they talked about their experiences in the project observing the students and then actually planning lessons and teaching the young children.

E. Project Results

A variety of techniques were used at different points throughout the project to collect formative information to continually assess the degree to which interim objectives were met so that "fine tuning" could occur throughout the three-year life of the project. After selection, but prior to their involvement in the training, the teacher educators and FLES teachers completed a questionnaire on their philosophy of teaching and their background in the field of elementary

school language teaching. Their comments helped us to a great degree in designing the workshops so that we could build on the knowledge they already had.

In addition, a self-evaluation was completed by the teacher educators (as part of the questionnaire) to "rate" the degree to which their teaching style, techniques, and activities reflected current elementary school foreign language teaching methods. The teacher trainers completed a similar rating form at the end of the second year concerning the implementation of their new FLES methods course.

The evaluation forms completed at the end of each seminar helped us to ascertain the success of particular phases of the project while simultaneously allowing us to revise and adapt the contents of that component for the next year. Of course, information was also collected about various logistical phases of the workshop (and it has become quite apparent that the participants overwhelmingly preferred facilities in Winston-Salem to Greensboro). To confirm the results of our evaluations, the North Carolina Department of Public Instruction also administered evaluation questionnaires at the end of each workshop.

What evidence do we have concerning what the participants learned as a result of this project? Project directors conducted methods class observations that focused on teacher as well as student behavior, class topics, and activities to verify whether the teacher educators, in fact, were using the skills, techniques, and approaches presented in the training and were adapting the pilot teacher training curriculum. We found that the teaching situations that the faculty members were involved in at different universities were diverse. Some of the faculty members were teaching a methods class for the first time and were implementing an elementary foreign language methods course as part of their university's certification program for K-12 foreign language teachers. Other schools had already been offering a methods course for secondary school students and were using the information gained at the workshops to incorporate elementary school approaches and to supplement the methods and materials already being used in the course.

The teacher trainers were adapting the pilot curriculum to their students' needs in various ways. Because of time constraints, in most cases the trainers focused on five or six of the 14 elementary school foreign language teacher competencies outlined in the curriculum. The competencies most commonly addressed in the classes were second language acquisition, instructional methods, instructional resources, elementary school principles and practices, and proficiency in the foreign language. Depending on the university's certification program, professors emphasized some areas more than others. In one program where students did not have much opportunity to study abroad and become proficient in the language, the methods teacher made language proficiency a major focus of the class. In programs where the undergraduates are required to take an additional course on child development, the methods class did not need to focus

on that. Other professors included extensive peer teaching and student practica, especially in the cases where the amount of time allotted for student teaching in the schools is limited.

In a few universities, we were able to assess the undergraduates' performance in their peer teaching activities and practica during the methods class. It was obvious in the classes viewed that the instructors had prepared them appropriately for their teaching experiences. The students demonstrated lessons that were contextualized and meaningful to children and it was clear that sound principles of child development and elements of the elementary curriculum had been an essential part of their preparation.

Of course the most meaningful way to observe the benefits of the teacher training project was to observe the young children being taught by the undergraduates who had been taught by the teacher trainers. At the three universities where student practica were observed, the student teachers were attempting to implement methodologies and techniques that had been presented in class. Key concepts of early language teaching (that had been presented in the original workshop) were evident in the classes, and the children were responding well in the foreign language, which of course is a goal of our three-tiered training process. The undergraduates believed that the practicum was a critical part of their training and they found it an invaluable hands-on experience before they were put into a real foreign language class in the public schools.

An additional evaluation measure was included at the end of the first year to assess the teacher trainers' and the elementary school teachers' evaluations of a particular elementary school teacher in action. All participants viewed a commercially-available teaching video, to evaluate the elementary school teacher's strengths and weaknesses according to previously discussed ACTFL and North Carolina teacher competencies in light of everything they had learned at the seminar and from in-class experiences about effective elementary school language teaching. They were also asked to specify what type of training this teacher would benefit from and to rate the teacher on a scale of 0 to 9. Results of the evaluations were useful in that they showed that there was common knowledge about effective language teaching among all the participants.

Teacher trainers and elementary school teachers agreed that the video teacher's strengths were her cheerful approach, expressiveness, good pronunciation, love for children, use of hands-on concrete objects, use of surprise, and use of humor. They agreed that the areas in need of improvement were: mixing French and English, using too much English, translating from one language to another, not allowing the children to touch the objects they were learning about, not using French to conduct the class (saying "Look at me" instead of "Regardez moi", etc.), focusing too much on grammar (grammar rules do not need to be explained, just modeled), focusing too much on "correct" forms ("See if we can go around without making mistakes"), introducing too much vocabulary at once (teaching "le sac" and then moving on to "le sac à main" in the same lesson), and not involving the students enough. To improve the video teacher's teaching skills, the

participants recommended that she enroll in courses in second language acquisition and elementary school foreign language methods and spend additional time observing foreign language as well as other elementary school classes. This evaluation measure of the participants' knowledge of teaching skills was especially useful for the project because all participants were rating the same teacher and it was possible to assess how much they had learned from the training seminars and in-class experiences.

As a means of providing an outside evaluation of the implementation of the project curriculum and the teacher education programs overall, the NCATE/SDPI (National Council for the Accreditation of Teacher Education/State Department of Public Instruction) program evaluations were used. These evaluations check to see that the institutions are implementing the required competencies in their curriculum. To date, 11 of the 13 institutions in the first phase of the project have participated in the evaluations and have had their foreign language teacher training programs approved. The remaining two programs will be evaluated within the next year.

External Project Evaluation. Finally, to ascertain whether or not the project met its three major goals (listed below), an external evaluator solicited written comments from the participants at the final meeting and conducted post-training interviews (See complete report in Appendix B). The following is a synopsis of the evaluator's report.

GOAL: Improve the ability of North Carolina foreign language teacher educators to train future elementary school foreign language teachers.

Teacher trainers overwhelmingly felt that their abilities to train FLES teachers and to teach the FLES methods courses had been greatly improved. Several trainers indicated that they had changed the priorities in their methods classes as a result of what they had learned from the project. Most of the trainers agreed that their participation in this project not only greatly improved their methods classes, but also carried over to the language classes they teach. They agreed that teaching the FLES classes as part of the project had made them better teachers. There was general agreement that the meaning-oriented, concrete, experiential methodology which served as the basis for the training was also effective with university students.

Another benefit reported by the trainers was that they had gained a new and valuable understanding of the challenges facing elementary school foreign language teachers and thus were much more sensitive to the needs of the teachers they were preparing. One trainer felt that the project gave her the practical experience she needed in order to "live the reality of the public school." They also gained an understanding of the elementary school curriculum and elementary school children.

GOAL: Facilitate collaboration among foreign language teacher educators and practicing FLES teachers.

Elementary school foreign language teachers overwhelmingly indicated that collaboration among FLES teachers and teacher trainers had been greatly improved. They were exuberant about their convictions that networking and communication among FLES teachers and teacher trainers was invaluable and that this networking had helped to improve their professional competence and to reduce their sense of isolation. They indicated that participation in the project broke down the ivory tower syndrome and that it enabled them

to see the teacher preparers in a more "human" light. The fact that the teacher trainers received input and constructive comments and made subsequent changes in methodology, according to what FLES teachers recommended, had a great impact on the FLES teachers.

The teacher trainers also overwhelmingly indicated that this goal had been met in an exemplary manner. As a result of the collaboration fostered by the project, trainers felt that it was now possible for them to bring in a network of people to serve as resources for their methods class. Trainers felt that, as a result of the project, they can now network with anyone in the state, and they can find assistance throughout the state, thus, greatly reducing their sense of isolation. One trainer expressed his satisfaction with the collaboration in this way: "communication is easier when 'they' become a real, live individual. (They say, they do, etc.) The old Indian adage of walking a day in someone else's moccasins certainly applies."

GOAL: Build a statewide capacity to expand opportunities for professional development by training project participants to become trainers, and disseminate the teacher education curriculum and model to other interested districts and states.

Participants felt that North Carolina will benefit greatly as a result of the project and that the project will have a lasting impact. One participant wrote that, "the friendships and trust developed in this group will have a very long positive effect in North Carolina foreign language programs and instruction." They agreed that North Carolina should be used as a resource for other states, and the persons involved in this project could serve as consultants and helpers to those just embarking on such a project.

North Carolina's statewide capacity for training in the areas of second languages in the elementary school has been greatly facilitated. Common ground has been established and there is a common understanding of what constitutes good instruction for elementary school students and for methods students throughout the state. The teacher preparation curriculum can be disseminated throughout the United States and to other countries since it is an extremely valuable reference for those needing to develop a teacher preparation program for languages in the elementary school. The experience gained in North Carolina will be an invaluable asset to those just starting out. The training model which was developed can be exported to other states with very minor modifications.

Dissemination. The Project Directors have conducted workshops on teacher training methods, showing the videos from the initial training workshop, and presenting the FLES Teacher Training Curriculum to FLES teachers and teacher trainers at conferences around the country, including Advocates for Language Learning (Portland, OR), American Council on the Teaching of Foreign Languages (Nashville, TN), Second/Foreign Language Acquisition by Children (Raleigh, NC), Northeast Conference on the Teaching of Foreign Languages (New York), and Foreign Language Association of North Carolina (Raleigh, NC). The conference attendees have been interested in the process of the training but have been most interested in the teacher education curriculum. To date, approximately 150 copies of the curriculum have been ordered from ERIC by teacher trainers, FLES teachers, school district in-service training coordinators, and others. As with all ERIC documents, the curriculum is also available at libraries and resource centers around the country on ERIC microfiche.

There has also been a great deal of interest overseas in the curriculum, especially within the European community. At the spring 1992 meeting of the Council of Europe, the workshop on "Foreign Languages in Primary Education" was attended by representatives of 24 countries. A study group for pre-service teacher preparation was formed at the meeting, and all members requested copies of the project curriculum. Project consultant Carol Ann Pesola, the U.S. representative to the conference, reported that the participants were delighted to find out about the teacher education curriculum so they could build on the work we did in the project and wouldn't have to start from scratch. The study group plans to meet again to in October 1993 in Prague and spring of 1994 in Vienna to discuss the implementation of the curriculum in the European setting.

The project staff has also worked extensively with university faculty in other states to assist in the development of teacher training curricula. We have worked in-depth with one state in particular, Arizona, where they are also responding to a state mandate for foreign language instruction. Arizona's State Department of Education, along with university schools of education, have been urgently attempting to gear up their teacher training programs for FLES teachers. Last year the State Department of Education invited the project director and the three project consultants to speak to a meeting of Arizona administrators, teachers, and parents concerning considerations for teaching foreign language in the elementary school. We were then able to include a professor from Northern Arizona University, Manuel Rodriguez, in our 1990 FIPSE meeting in Greensboro. Our Arizona collaboration has continued this year, when the project director was invited to provide input into the development of Arizona State University's new teacher training program.

Some of the material most directly beneficial to A.S.U. was information on how North Carolina universities responding to the state mandate to teach foreign languages have geared up to offer teacher training programs. A description of how two universities, Western Carolina University and U.N.C.-Asheville, responded to the new demands was presented as a model for other universities in Arizona and other states.

After the conclusion of the project, we plan, of course, to continue the dissemination of the curriculum through ERIC, and also to continue the dissemination of the project training model at language workshops, conferences, and other meetings.

With regard to the replication of the project in other states, the outside evaluator recommended that, "with just a few exceptions, the project can be replicated generally as it was conceived." The first suggested change is that the new teacher trainer participants join the group at an earlier point in the second year. This would give them more of a feeling of being a part of the group and provide them with increased opportunities to participate in the development of the curriculum. A second recommendation is that the teacher trainers be paired up with teachers at schools as close as possible to their universities. It was felt that a commute of up to two hours was excessive to observe and teach classes. The third recommendation is that communication be

increased with the participating school districts and universities in order to further strengthen the project. Some of the participating teachers and teacher trainers felt that their school administrators were not as knowledgeable as they could have been about project activities. The final recommendation of the project evaluator is that administrators and teachers from various levels (elementary, middle, and high school) could be included in a future training project such as this, depending on the size of the training group and the local needs of the replication site.

F. Further Effects

In addition to the expected results of the project — teacher trainers with in-class experience at the elementary level, improved methods classes, and a training curriculum for universities — there were unexpected side benefits. Many of the teacher trainers, through their elementary school collaborations, made excellent contacts in the schools. They plan to continue their collaboration by sending their methods students to observe and student teach with the same elementary school teachers. Furthermore, in one university in the western part of the state, the teacher trainer has been invited by his elementary school teacher partner to participate in the monthly meetings of the elementary school language teachers in the county.

The one group whose specific benefits from the project were not predicted was the elementary school teachers themselves. The majority of them found the collaboration successful, and learned a lot in their mentoring roles. "Our relationship has been very two-way," says an elementary school Spanish teacher. "The teacher trainers have shared music and poems. I shared more via demonstration in my teaching. Importantly, I felt on an equal level -- a strong characteristic of collaboration." Others appreciated the feedback on their teaching. A Durham French teacher writes that "it was gratifying that the teacher trainer felt my lessons were successful. I especially enjoyed seeing the teacher trainer teach my lesson and realizing that my students *knew* something."

Both groups agreed that a highly positive aspect of the project was the close ties developed among the participants. Since the group of trainers and teachers had worked intensely together for two years prior to the project as members of SLEEC, the participants developed a strong rapport and mutual respect. Hence, they already knew and respected each other, making it easier to work together. It might have otherwise been more difficult for this unusual partnership to work, with the elementary teachers serving as mentors to the university professors.

Of course the ultimate benefit of the project will be the improvement of future elementary school classes. No one had expected that there would be an immediate positive benefit for the children (that same day!) by having the teacher trainer teach their class, but an elementary school teacher in Beulaville identified it. "I would recommend that this type of collaboration continue so that elementary teachers can observe and gain from the expertise of teacher trainers . . . and so that

the children will know that their learning is more 'concrete' in that another 'real' person can communicate with them." This elementary teacher took advantage of the visitor in the class to let the students know that, yes, there are other people in their small North Carolina town besides her who speak Spanish, and yes, it is used around the world for communication.

CAL was able to build on the success of the first two years of the project by convening a meeting in December 1991 to address an issue that surfaced again and again with teacher trainers and elementary teachers -- how to assess elementary school foreign language programs. Twenty-one elementary foreign language educators from around the country who were involved in student assessment came together at CAL for the purpose of developing overall guidelines for educators responsible for assessment. (The aim was not to develop an assessment instrument, which is to be a second stage, to be done either by individual school districts or states or a national testing development effort.) The meeting had two goals: to share ideas on how different programs across the country and in Canada are evaluating students, and to develop guidelines to help teachers and administrators evaluate student progress and program effectiveness.

The guidelines, including principles of effective assessment and recommendations for future assessment work, were endorsed by the executive board of the National Network for Early Language Learning (see Appendix F for guidelines). The principles are based on the assumption that "the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts." Guidelines include such suggestions as "assessment should be authentic in that it reflects what students do in classrooms on a regular basis" and recommendations include "develop standards for student performance for various program models." The revised guidelines have been published in *FLES NEWS* (Vol. 5, No. 2, 1991) and were made available for national distribution to school districts, state departments of education, and individual schools and teachers. The guidelines have furthered the goals of the project and are critical in the development of quality language programs for young children in the future.

G. Conclusion

Every participant in the project agreed that it was and continues to be worthwhile. Besides creating a curriculum that educators across the country can use, the project helped develop professional collaborations. All participants felt a strong sense of community and were interested in working toward the common goal of providing the best foreign language instruction possible in North Carolina elementary schools. The project participants indicated that they had been greatly empowered as a result of project participation in the areas of increased knowledge of methods, increased collaboration, and improved ability to teach methods classes or FLES classes. The evaluator commented on "a great spirit of dedication, enthusiasm, shared vision and purpose that

was visible and palpable" during the final meeting. The project helped to nurture cooperation among CAL, the State Department of Public Instruction, the universities, and the public schools. Even after the project is over, the positive effects continue to be felt.

As alluded to, the most important prerequisite for project replication is the building of a sense of community among participants. The respect and trust among teachers and teacher trainers is critical in their partnerships in that they feel comfortable learning from each other. Another prerequisite is the support of the state's department of education and a commitment from the universities and elementary schools. The project-developed curriculum now available can be implemented in any university training setting, where the competencies and resources will provide the basis for a spiral curriculum for the preservice and inservice education of elementary school foreign language teachers.

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H. APPENDICES

A. Elementary School (K-8) Foreign Language Teacher Education Curriculum
B. Project Evaluation Report by Helena Curtain
C. Seminar Agendas for meetings November 1989, May 1990, May 1991, May 1992
D. Foreign Language Classroom Observation Instrument (and FLES Teacher Questionnaire)
E. Pre-Training Questionnaire
F. *Foreign Language Assessment in the Elementary School*, FLES NEWS, Vol. 5, No. 2, p.3, 1991 (FIPSE Assessment Guidelines)
G. Final participant evaluations

APPENDIX

To the FIPSE Staff:

The FIPSE project has been a joy to work on from the beginning. You have encouraged us to be creative and innovative and have told us not to worry about things not turning out the way we originally anticipated. What more could we ask from our funding agency? It has been a delight to work with your entire staff, and I especially appreciate the support of Helene Scher, our project officer, and Dora Marcus, who provided much insight into the subtleties of evaluation. The best thing about your staff is that you were always available to us for questions, even when things were quite hectic for you. Your dedication and support of project directors is much appreciated, to be sure. Thanks again for all your kind words of encouragement.

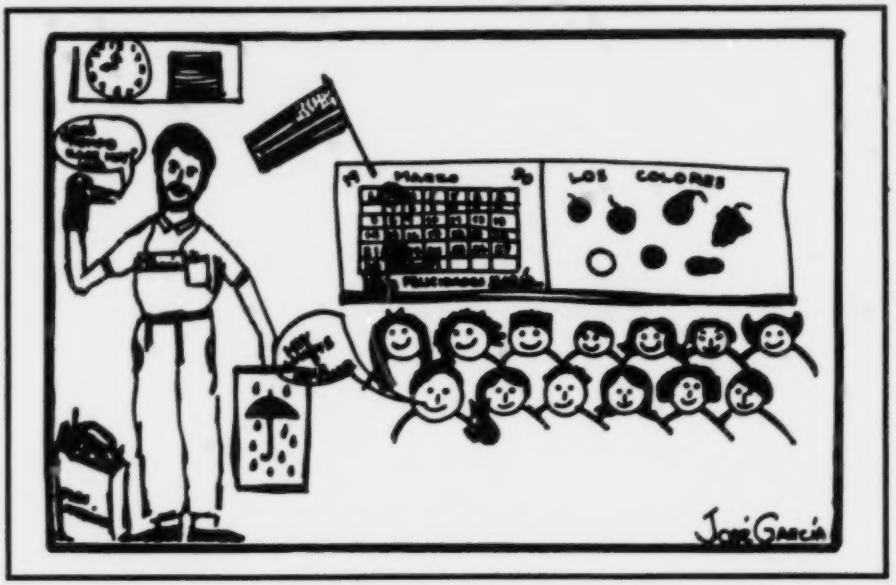
Improving Elementary School Foreign Language
Teacher Education
Final Report

APPENDICES

Appendix A

Elementary School (K-8)
Foreign Language Teacher Education Curriculum

Elementary School (K-8) Foreign Language Teacher Education Curriculum



A Joint Project of the
North Carolina Department of Public Instruction
and the
Center for Applied Linguistics

1992

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Elementary School (K-8) Foreign Language Teacher Education Curriculum

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1992

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Elementary School (K-8) Foreign Language Teacher Education Curriculum

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Cover illustration by José García, Spanish teacher at Randolph Jr. High School in Charlotte, NC

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Nancy C. Rhodes, CAL
L. Gerard Toussaint, NCDPI
Project Co-Directors

Background of the Project

This curriculum was developed as part of a joint project of the Center for Applied Linguistics (CAL) and the North Carolina Department of Public Instruction to improve the training of elementary school foreign language teachers at institutions of higher education.

With the growing demand across the country for foreign language instruction in the elementary school, there is an increasing need for qualified elementary school foreign language teachers. One of the reasons for the current shortage of trained elementary school foreign language teachers is the serious shortage of qualified teacher educators. Currently, few U.S. institutions of higher education have faculty qualified to offer programs to prepare elementary foreign language teachers. As a result, elementary language programs are often staffed by teachers with little language teaching experience, teachers with secondary rather than elementary certification, or teachers fluent in the language but with no teaching credentials at all.

The shortage of teachers is more pressing in North Carolina than in any other state because a new law states that by 1993 *all public school students in North Carolina will be required to study a foreign language from kindergarten through grade five, and will have the opportunity to continue study through grade twelve.*

This training model for teacher educators, funded by the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education, is based on the successes of current elementary school foreign language teachers. The project involved 14 teacher educators, representing public and private universities in all eight educational regions of North Carolina, and 14 elementary school foreign language teachers. This project is especially timely because since 1989 all North Carolina foreign language teacher educators have been required to become state certified in foreign language, K-12.

The project has included the following activities to date: 1) an intensive four-day seminar on elementary school foreign language methodology; 2) direct observations of local elementary school foreign language classes by university faculty; 3) faculty teaching elementary school classes; and 4) collaboration among university faculty and elementary teachers in the development of this teacher education curriculum. The cornerstone of the project has been the university faculty-elementary school foreign language teacher collaboration in the classroom. These teacher educators will be incorporating the new material and methodologies into their universities' curricula and providing elementary school foreign language instruction to undergraduate foreign language students preparing to become teachers.

As part of the goal of wider dissemination of elementary school foreign language teacher training models, this program, after revision, is being replicated with a second group of North Carolina instititutions. (For details of the project, see Appendix B.)

How the Curriculum Was Developed

This curriculum is the product of a process that began in North Carolina in 1988. At that time, nearly fifty elementary school foreign language teachers, teacher trainers, and foreign language supervisors, along with the state foreign language consultants, began meeting to develop K-12 second language competencies and student evaluation measures, as well as guidelines for K-12 second language teacher preparation programs. Along with the development of a thorough knowledge of the state competencies came the building of a strong sense of community among the group.

Almost the same group of trainers, teachers, and supervisors convened in Greensboro, North Carolina in May 1990, with a new task supported by FIPSE funding. They were given the charge to develop a national model for a university teacher-training program for elementary school foreign language teachers, based on teacher training competencies and guidelines already available. These competencies/guidelines were developed by the North Carolina Department of Public Instruction (NCDPI, 1988) as well as the American Council on the Teaching of Foreign Languages (ACTFL, 1988) and the American Association of Teachers of French - FLES Commission (AATF, 1988).

The majority of the three-day May 1990 workshop was spent in large and small group brainstorming sessions, fine tuning and expanding on the competencies, and finally, elaborating on them to specify what the teaching faculty will need for their methods classes. The particular requisites include lists of specific instructional experiences, resources, and evaluation measures necessary for the students to achieve the required competencies.

The process went like this: First, small working groups of teachers and teacher trainers developed lists of what an elementary school foreign language teacher **should be able to do**. These lists contained such things as ability to speak, read, write, and understand the language fluently; ability to teach speaking, reading, writing, and listening; and ability to teach culture, among other things. Next, the participants were asked to compile a list of what an elementary school foreign language teacher **should be knowledgeable about**, such as first and second language acquisition of children, developmental stages of children, and other pertinent topics. Then large pieces of chart paper with elementary school foreign language teacher competencies were posted on the wall, and the groups were asked to fill out each competency sheet with the corresponding descriptors they had identified of what teachers should be able to do/should be knowledgeable about. Some topics did not fall under any competency, so six more competencies were added for a total of 14. The next step was for each group to select three of the competencies and fine tune the wording of the competency itself and add any necessary descriptors.

The last major component of the curriculum development process was the elaboration of the competencies according to what would be needed by the teacher trainers using this curriculum.

Each group completed charts identifying instructional experiences, resources, and evaluation procedures needed to fulfill specific competencies. The result was the first draft of the curriculum, which was later pilot-tested and revised. As a follow-up to the curriculum development and as the concluding activity for the workshop, the group discussed strategies for implementing the curriculum at their institutions. The strategies suggested are listed in Appendix A.

How to Use the Curriculum

This curriculum is divided into three main sections. The first section lists 14 elementary school foreign language teacher competencies (what teachers should be able to do and what they should be knowledgeable about). These competencies can be organized into five categories: a) language proficiency and cultural knowledge, b) language acquisition and child development, c) foreign language methodology, d) the elementary school environment, and e) the teacher as professional. The second section identifies instructional experiences, resources, and evaluation procedures for fulfilling these competencies. The final section includes a bibliography and appendices.

In planning a new program to prepare elementary school foreign language teachers, a first step would be to examine the list of competencies and determine which of them is addressed in courses and experiences available at the institution. Competencies not being met elsewhere will need to be planned for in new course offerings, either in a foreign language methods course, or in other related courses such as children's literature or integrated curriculum. For example, much of competency 8.0, *"Knowledge of elementary school principles and practices..."* would be met through course work in elementary school methods. Implications of the role of an elementary school foreign language teacher, from the same competency, would need to be included in the foreign language methods course.

The foreign language teacher trainer also needs to keep in mind that the time devoted to each competency is not equal. For example, competency 12.0, *"Awareness of the need for personal and professional growth,"* is generally given less time in a training program than competency 9.0, *"Proficiency in the foreign language."*

Some programs will be designed for teachers who already have a strong background in several of the competencies listed. For example, teachers whose primary preparation is for the elementary school will not require as much class work in child development, classroom management, and elementary school curriculum. Secondary school language teachers may not need as much formal attention to language teaching approaches or second language acquisition theory. Both groups will need work with matching their previous experiences with the elementary school foreign language classroom.

There are far more readings and activities listed in this curriculum than can reasonably be addressed in a pre-service methods class. In fact, many methods teachers find that careful reading and discussion of one or two basic resources, combined with extensive practical work in planning and materials development, is more effective than a lengthy list of required readings. However, for planners of inservice workshops and courses, these resources can provide greater depth and wider experience in areas that go beyond initial skills needed for entry to the profession.

In a practical sense, these competencies and resources provide the basis for a spiral curriculum for the preservice and inservice education of elementary school foreign language teachers. These competencies reflect the complex and diverse challenges confronting the elementary school foreign language teacher. Everyone, including the beginning teacher and the very experienced professional, will find areas of existing strength and areas for continued growth.

Setting Priorities

An important job for the North Carolina teacher training curriculum writers was to prioritize the 14 competencies. This was a difficult task since every participant felt that all the competencies were extremely important. The group decided that a priority list was necessary, though, because time and resources are not always available to accomplish all the elements contained in the 14 competencies.

To prioritize, each educator first ranked the five most important competencies. Then they ranked the five competencies that were the least critical. (This part of the exercise met with the most resistance since everyone felt that every competency was essential to an elementary school foreign language teacher education curriculum.) Next, in groups of four, the teacher trainers, teachers, and supervisors reached consensus on the top and bottom five competencies. Then, each group ordered the remaining four competencies.

Finally, the working groups reported which competency they had ranked first, second, third, etc. What was astounding was the degree of agreement among the groups. It was yet another demonstration of the unity of the group and illustrated that there was consensus among teachers and teacher trainers with a wide range of experiences at very different educational settings. The following is the rank order of the competencies as agreed upon by the whole group:

Requires most extensive and intensive training

Proficiency in the foreign language (9.0)

Knowledge of instructional methods . . .(2.0)

Knowledge of the K-12 foreign language curriculum and the elementary curriculum . . .(7.0)

An understanding of second language acquisition in childhood . . .(1.0)

Knowledge of elementary school principles and practices . . .(8.0)

Requires substantial amount of time

Ability to teach aspects of the target culture . . .(6.0)

Knowledge of child development (10.0)

Knowledge of instructional resources . . .(3.0)

Ability to develop reading and writing skills in learners . . .(5.0)

Knowledge of appropriate assessment and evaluation . . .(4.0)

Requires least amount of time

An understanding of the need for cooperation among foreign language teachers, administrators . .(13.0)

Awareness of the need for personal and professional growth (12.0)

Awareness of skills for program promotion (14.0)

Knowledge of history of foreign language education . . . (11.0)

Elementary School (K-8) Foreign Language Teacher Competencies

1.0 An understanding of second language acquisition in childhood and its relation to first language development

1.1 Knowledge of the major theories of second language acquisition

1.2 Knowledge of the relationship between the processes in first and second language acquisition

1.3 Knowledge of learning styles and ability to provide instruction that addresses various ways in which children acquire language

1.4 Ability to apply second language acquisition theory to classroom practice

2.0 Knowledge of instructional methods appropriate to foreign language instruction in the elementary school

2.1 Knowledge of current theories influencing the teaching of foreign languages

2.2 Knowledge of current foreign language methodologies and their implications for classroom practice

2.3 Ability to select methods and make instructional decisions based on and consistent with program goals, philosophy, and the teacher's professional judgement

2.4 Ability to develop and implement both long and short range plans for instruction

2.5 Ability to create developmentally and content-appropriate lessons using a variety of techniques and strategies

2.6 Ability to select appropriately from one's repertoire of instructional activities

Note: For the purpose of this curriculum, the term *foreign language* has been used to include all languages other than English, and the term elementary school foreign language instruction includes kindergarten through grade 8 (including middle school/junior high).

3.0 Knowledge of instructional resources appropriate to foreign language instruction in the elementary school

3.1 Ability to identify, evaluate, and select developmentally appropriate instructional resources

3.2 Ability to create and/or adapt developmentally appropriate instructional resources

3.3 Knowledge of criteria that guide the identification, selection, and development of appropriate instructional resources

3.4 Knowledge of media center resources and their use

4.0 Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school

4.1 Knowledge of the characteristics of foreign language achievement and proficiency

4.2 Knowledge of purposes of evaluation in foreign language instruction (student, instruction, and program evaluation)

4.3 Ability to create and use developmentally appropriate evaluation and assessment techniques of the lesson, the student, and the program

4.4 Ability to collect, interpret, and apply information (about students, instruction, and program) using a variety of approaches and assessment measures

5.0 Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language

5.1 Knowledge of integrated and holistic approaches to developing literacy skills

5.2 Knowledge of the relationship between literacy skills in the students' first and second languages

5.3 Knowledge of the relationship between oral and written skills

5.4 Ability to design activities for introducing and developing reading and writing skills as appropriate to students' second language proficiency and first language skills

6.0 Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture

6.1 Knowledge of resources for up-to-date cultural information

6.2 Knowledge of cultural universals and specific similarities between target and home culture

6.3 Ability to incorporate culture into the foreign language lesson

6.4 Ability to plan activities (including songs, games, rhymes, fairy tales, and fables) that address the world of children in the target culture

6.5 Ability to plan activities that give students concrete experiences with relevant cultural behavior pattterns and practices

6.6 Ability to serve as a role model for the target culture and to foster a positive attitude toward the culture

6.7 Ability to integrate culture into other areas of the elementary school curriculum

7.0 Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language

7.1 Knowledge of the general elementary school curriculum by content area

7.2 Knowledge of elementary school foreign language curricula from a variety of school systems

7.3 Ability to identify, select, and integrate appropriate areas of the general elementary curriculum that can be taught in the foreign language

7.4 Ability to identify and integrate processes and practices common to all curricular areas, e.g., problem solving, sequencing, estimating, patterning

7.5 Ability to work collaboratively with staff of the grade(s) being taught

7.6 Ability to work collaboratively with other foreign language educators to ensure an articulated K-12 sequence of study

8.0 Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning

8.1 Knowledge of local school system philosophy, goals, regulations, and procedures

8.2 Knowledge of the relationship between the affective and physical environment and achievement of foreign language objectives

8.3 Ability to be creative and flexible and respond quickly to changing circumstances

8.4 Ability to communicate high level of expectations to students

8.5 Ability to develop and maintain effective management of the classroom

8.6 Ability to organize a physical classroom that supports the goals of instruction

8.7 Ability to create a comfortable, nonthreatening learning environment

9.0 Proficiency in the foreign language

9.1 Ability to listen with comprehension to the foreign language when it is spoken at a rate considered average for an educated native speaker

9.2 Ability to speak the foreign language with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as a foreign language model

9.3 Ability to read general printed matter with comprehension on the literal, interpretive, and critical levels

9.4 Ability to write clearly, correctly, and effectively in the foreign language

9.5 Knowledge of distinctive linguistic features of the foreign language in comparison with English

9.6 Ability to use the foreign language fluently for all classroom purposes

10.0 Knowledge of child development

10.1 Knowledge of the social, emotional, cognitive, physical, and linguistic development of children

10.2 Ability to apply child development principles in the planning and delivery of instruction

10.3 An understanding and appreciation of children

10.4 Knowledge of the value of the child as an individual and knowledge of the child's world

11.0 Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school

11.1 Knowledge of the history of foreign language education in the United States

11.2 Knowledge of how research and legislation have affected education programs for foreign language learning

11.3 Ability to identify types of programs, settings appropriate for each type, and factors influencing program design

11.4 Understanding of the rationale and development of state and local programs and ability to explain the program design and goals

11.5 Ability to present rationale for elementary school foreign language programs

12.0 Awareness of the need for personal and professional growth

12.1 Ability to network for professional and classroom idea exchanges

12.2 Knowledge of resources and opportunities available to maintain own foreign language proficiency level

12.3 Knowledge of graduate course offerings and requirements for advanced degrees

12.4 Knowledge of and participation in local, state, and/or national foreign language organizations and conferences

12.5 Knowledge of strategies for relaxation, self-pacing, reducing stress, and personal renewal

12.6 Knowledge of professional publications and other resources to maintain contact with current research and trends in general education and foreign language education

13.0 An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members

13.1 Knowledge of implications of the role of the elementary school foreign language teacher as a specialist among generalists

13.2 Awareness of the need to meet with other foreign language teachers to share ideas and materials, as appropriate

13.3 Ability to serve as a resource person for elementary school classroom teachers

13.4 Ability to work with paraprofessionals (aides, tutors, volunteers, custodians), as appropriate

13.5 Ability to communicate program goals to parents, classroom teachers, school board members, counselors, and administrators at state, university, and community levels

14.0 Awareness of skills for program promotion

14.1 Ability to state rationale for existence of foreign language in the elementary school and for each of the program models

14.2 Ability to use good public relations strategies to promote a foreign language program, for example, by planning special programs and events for the school and the community

14.3 Knowledge of how to work effectively with decision makers and the media

Elaboration of Elementary School (K-8) Foreign Language Teacher Competencies

Competency 1.0 *An understanding of second language acquisition in childhood and its relation to first language development*

Instructional Experiences

1. Coursework:
   a. Child development
   b. Elementary school foreign language methods
   c. Teaching exceptional children
   d. Linguistics

2. Observations of preschool and elementary school classes and foreign language classes

3. Student teaching

4. Microteaching

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G.C. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.

2. Readings in child psychology:
   Chapman, M., Grob, E., & Haas, M. (1989). The ages and learning stages of children and their implications for foreign language learning. In K. Müller (Ed.), *Languages in elementary schools.* New York: The American Forum, 27-42.

   Flavell, J. H. (1985). *Cognitive development* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

   Gesell, A., Ilg, F.I., & Ames, L.B. (1987). *The child from five to ten.* New York: Harper and Row.

   Glover, J.A., & Bruning, R.H. (1987). *Educational psychology: Principles and applications* (2nd ed.). Boston: Little, Brown and Co., 139-178.

3. Readings in second language acquisition:
   Dulay, H., Burt, M., & Krashen, S. (1982). *Language two.* New York: Oxford University Press.

   Krashen, S.D., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* Hayward, CA: Alemany Press.

4. Videotapes:
"Second Language Acquisition in Children" and "Negotiation of Meaning," with teacher's activity manuals (1989); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

5. Guest lectures (community colleges, universities, and local affiliates of American Association of Teachers of French, German, Spanish/Portuguese, and other professional language teaching organizations often have speaker bureaus)

Assessment

1. Class presentations on readings and student teaching experiences

2. Individual and group projects comparing first and second language acquisition

3. Instructional plans prepared and presented by students

4. Dialogue journals conducted between student and professor

Competency 2.0 *Knowledge of instructional methods appropriate to foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Student teaching and other practica
3. Microteaching
4. Observations
5. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.

2. Readings:
   Benya, R. (Comp.), & Müller, K.E. (Ed.). (1988). *Children and languages*. New York: The American Forum.

   Curtain, H.A. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals, 24,* (4), 323-329.

   Maley, A., & Duff, A. (1978). *Drama techniques in language teaching*. New York: Cambridge University Press.

   Met, M. (1991). Learning language through content: Learning content through language. *Foreign Language Annals, 24,* (4), 281-295.

   Müller, K.E., (Ed.). (1989). *Languages in elementary schools*. New York: The American Forum.

   Nerenz, A.G. (1990). The exploratory years: Foreign languages in the middle-level curriculum. In S.S. Magnan (Ed.), *Shifting the instructional focus to the learner.* Middlebury, VT: Northeast Conference, 93-126.

   Pesola, C.A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals, 24,* (4), 331-346.

3. Elementary teachers

4. Videotapes:
"Planning for Instruction in the Immersion Classroom" and "Negotiation of Meaning" with teacher's activity manuals (1989); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

5. Professional literature, including journals, on instructional methods (see Appendix C for listings of journals)

6. State and national foreign language organizations (see Appendix D for listings)

7. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)

8. Publishers of foreign languages textbooks, magazines, materials and catalogues

Assessment

1. Demonstrations of methods using age-appropriate materials

2. Classroom performance evaluations

3. Research reports/demonstrations on various teaching strategies

4. Preparation and teaching of lesson plans for various levels

Competency 3.0 *Knowledge of instructional resources appropriate to foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Creation/adaption of developmentally appropriate resources
3. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 199-234.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 150-159.

2. Readings:
   Curtain, H.A. (in press). *An early start: Resources for elementary school foreign language.* Englewood Cliffs, NJ: Prentice Hall Regents/CAL.

   FLES NEWS (See especially "Resources for your classroom" column)

3. Elementary teachers
4. Professional literature, including journals, on instructional resources (see Appendix C for listings of journals)
5. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)
6. Publishers of foreign languages textbooks, magazines, materials and catalogues
7. School supply stores

Assessment

1. Creation and development of age-appropriate teaching materials
2. Demonstration of use of age-appropriate materials

Competency 4.0 *Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Student teaching and other practica
3. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 183-197.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 132-149.

2. Readings:
   American Council on the Teaching of Foreign Languages. (1986). *ACTFL Proficiency Guidelines*. Hastings-on-Hudson, NY: ACTFL.

   Heining-Boynton, A.L. (1991). The FLES program evaluation inventory (FPEI). *Foreign Language Annals*, 24, (3), 193-202.

   Heining-Boynton, A.L. (1990). The development and testing of the FLES program evaluation inventory. *Modern Language Journal, 74*, (4), 432-439.

   Oller, J. (1989). Testing and elementary school foreign language programs. In K. Müller (Ed.), *Languages in elementary schools*. New York: The American Forum, 99-156.

   Rabiteau, K. & Taft, H. (n.d.). *Provisional modified ACTFL/ETS oral proficiency scale for junior high students*. Princeton, NJ: Educational Testing Service.

   Rhodes, N., & Thompson, L. (1990). An oral assessment instrument for immersion students: COPE. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Foreign language education: Issues and strategies*. Newbury Park, CA: Sage, 75-94.

   Thompson, L., Richardson, G., Wang, L.S., & Rhodes, N. (1988). *The development of the FLES test - Spanish*. Washington, DC: Center for Applied Linguistics. Unpublished manuscript.

   Underhill, N. (1977). *Testing Spoken Language*. New York: Cambridge University Press.

3. Videotapes:
   "Assessment in the Immersion Classroom" with teacher's activity manual (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. Professional literature, including journals, on evaluation techniques (see Appendix C for listings of journals)

5. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)

Assessment

1. Creation and use of developmentally appropriate evaluation and assessment techniques of a student, a lesson, and a program

2. Interpretation of information gathered through assessment procedures

Competency 5.0 *Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Coursework in the teaching of reading and writing (adapt to language)
3. Experience in storytelling and experiential writing activities
4. Sample class activities:
   a. Plan a series of readings at different levels (both submitted and presented), including activities in scanning, skimming, completing cloze passages, and summarizing.
   b. Design and teach a lesson with a language experience story (class tells a story about something they experienced together and teacher writes on chalkboard or chart paper).
   c. Plan a lesson using a BIG book.
   d. Conduct a dialogue journal.
5. Computer software for reading and writing

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 136-146.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 90-101.

2. Readings:
   Foorman, B.R., & Siegel, A.W. (1986). *Acquisition of reading skills: Cultural constraints and cognitive universals.* Hillsdale, NJ: Lawrence Erlbaum.

   Garvie, E. (1990). *Story as vehicle. Teaching English to young children.* Philadelphia: Multilingual Matters.

   Morgan, J., & Rinvolucri, M. (1984). *Once upon a time: Using stories in the language classroom.* New York: Cambridge University Press.

   Omaggio, A.C. (1986). *Teaching language in context: Proficiency oriented instruction.* Boston: Heinle and Heinle.

   Pilon, A.B. (1985). *Teaching language arts creatively in the elementary grades.* Melbourne, FL: Krieger.

Tiedt, S.W., & Tiedt, I.M. (1987). *Language arts activities for the classroom* (2nd ed.). Boston: Allyn and Bacon.

3. Videotapes:
"Teaching Reading and Language Arts in the Immersion Classroom: Grades K-2" and "Teaching Reading and Language Arts in the Immersion Classroom: Grades 3-6" with teacher's activity manuals (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. ACTFL proficiency guidelines

5. Elementary magazines such as
   a. *Learning 90*
   b. *Teaching PreK-8*
   c. *Mailbox*
   d. *Reading Teacher*
   e. *The Whole Idea Whole Language Newsletter*

6. Pen pals (international and local) and audio tape exchanges

Assessment

1. Research papers and group projects on reading and writing strategies

2. Prereading exercises, prewriting exercises, and dramatizations presented by students

3. Lessons evaluated by teacher and/or class

4. Stories presented and evaluated by teacher

5. Readings summarized by students orally or in written form

6. Cloze passages created by students

Competency 6.0 *Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture*

Instructional Experiences

1. Coursework:
   a. Culture and civilization
   b. Elementary school foreign language methods course, including information on cultural exchanges: video pals, pen pals, exchange of realia boxes with a target culture class
   c. Literature
      1. Include children's literature or offer separate children's literature course from target culture
      2. Emphasize gestures as indicated in drama

2. Sample class activities:

   a. Develop minidramas, cultural capsules, Gouin series, clusters cultural assimilators, and audiomotor units that demonstrate knowledge of cultural concepts and/or differences

   b. Demonstrate ability to apply the above strategies to a classroom situation

   c. Start a collection of songs, games, rhymes, recipes, and realia from the target culture for future use

   d. Prepare a dialogue that includes at least five gestures that are culture specific

   e. Make a list of holidays from the target country and prepare a teaching activity to celebrate one holiday

   f. Incorporate into the methods class those behavior patterns that are culture specific (endings of stories, courtesies)

3. Travel abroad that includes contact with children and their daily lives

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 147-163.

2. Readings:
   Nostrand, H. (1989). Culture. In *The teaching of French: A syllabus of competence. The report of the commission on professional standards. AATF National Bulletin,* special edition, *15,* 14-18.

   Pesola, C.A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals, 24,* (4), 331-346.

Seelye, H.N. (1984). *Teaching culture.* Lincolnwood, IL: National Textbook.

3. Videotape:
"Teaching Culture in the Immersion Classroom" with teacher's activity manual (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. Books, magazines, and newspapers in the target language

5. Native speakers

6. Journal articles (see Appendix C for listing)

7. Organizations: Alliance Française (over 150 across the United States), Goethe House, AATs, and other foreign language teachers' organizations (see Appendix D for listing)

8. Other foreign language teachers

9. Children's literature, including picture books, easy readers, folk tales, fairy tales, songs, rhymes, and poetry

10. Authentic material and objects from the target culture

11. Gesture inventories

Assessment

1. Evaluation of lesson and unit planning according to
   a. Inclusion of culture
   b. Correctness of cultural information
   c. Appropriateness of activities
   d. Variety of strategies

2. Presentation of foreign language song, foreign language game, and foreign language rhyme to methods class

3. Participation in culturally authentic conversation in the foreign language

4. Selection of an example of an outstanding piece of children's literature and preparation of a presentation on it (could be telling a story, adapting story to a lower level, or preparing a reading lesson)

5. Preparation of appropriate cultural objectives for K-3, 4-6, 7-9, and high school levels 1 and 2 with activity for each

Competency 7.0 *Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language*

Instructional Experiences

1. Coursework:
   a. Foreign language methods
   b. Elementary school curriculum
2. Observations (K-12)
3. Videotape viewing of content-based elementary school foreign language teaching
4. Study of state foreign language curricula and elementary curricular guides for content areas
5. Development and presentation of lesson plans
6. Interviews with experienced teachers
7. Establishment of materials files relating to content areas
8. Study of curricula in other elementary school foreign language programs, in state and out of state
9. Collaborative meetings (with agenda items for elementary school foreign language and secondary on every program)
10. Visits of elementary school foreign language teachers who are former secondary foreign language teachers to methods class
11. Brainstorming for K-12 articulation

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.
2. Readings:
   Benya, R. (Comp.), & Müller, K.E. (Ed.). (1988). *Children and languages.* New York: The American Forum.

   Curtain, H.A. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals, 24,* (4), 323-329.

Met, M. (1991). Learning language through content: Learning content through language. *Foreign Language Annals, 24*, (4), 281-295.

Müller, K.E., (Ed.). (1989). *Languages in elementary schools*. New York: The American Forum.

Pappas, C.C., Kiefer, B.Z., & Levstik, L.S. (1990). *An integrated language perspective in the elementary school: Theory into action*. New York: Longman.

Pesola, C.A. (1988). Articulation for elementary school foreign language programs: Challenges and opportunities. In J.F. Lalande (Ed.), *Shaping the future of foreign language education: FLES, articulation, and proficiency*. Lincolnwood, IL: National Textbook.

Short, D.J., & Willetts, K.F. (1991). *Implementing middle school foreign language programs*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. forthcoming)

3. Videotapes:
"Teaching Math and Science in the Immersion Classroom" and "Teaching Social Studies in the Immersion Classroom" with teacher's activity manuals (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. K-12 foreign language curriculum guides and content area curriculum guides

5. Journals: *Learning, Teaching PreK-8, Reading Teacher, Social Education, Young Social Studies*

6. Shared experiences of class members

7. Classroom teachers, coordinators, and supervisors from local school areas

8. University level elementary education specialists

9. Lists developed by students of specific language needed for content areas (scientific terminology, mathematical language)

Assessment

1. Curriculum development projects

2. Interview and observation logs

3. Evaluation of microteaching and presentations

4. Evaluation of written lesson plans and present lessons

5. Journals and discussions of activities (class participation)

6. Participation and contribution to problem-solving situations

Competency 8.0 *Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning*

Instructional Experiences

1. Coursework:
   a. Elementary school foreign language methods
   b. General education classes
   c. Audiovisual classes
2. Student teaching
3. Classroom observations
4. Interviewing professionals in the field
5. Conferences and workshops
6. Case studies of specific elementary school foreign language programs and teachers

Resources

1. State guidelines
2. Public and private schools
3. Elementary classroom teachers
4. All school personnel
5. Professional publications: *Elementary School Journal, Middle School Journal, Media and Methods*
6. Mentor
7. State and national organizations
8. Training videos and classroom management texts:
   "Learning to Work Together" and "Teaching Social Skills" with facilitator's manual in the Cooperative Learning Series (1990); Produced by Association for Supervision and Curriculum Development (see Appendix F for availability)

   Canter, L., & Canter, M. (1976). *Assertive discipline: A take charge approach for today's educator, K-12*. Santa Monica, CA: Lee Canter & Associates.

   Curwin, R.L., & Mendler, A.N. (1988). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Assessment

1. Classroom performance evaluations
2. Projects (portfolio, diorama, videotape, poster of classroom rules, handouts, and bulletin board)
3. Research papers
4. Teaching materials created/developed by students
5. Routines planned by students for the foreign language class

Competency 9.0 *Proficiency in the foreign language*

Instructional Experiences

1. Foreign language coursework
2. Foreign study and travel
3. Immersion weekends
4. Workshops
5. Informal conversational groups
6. Use of authentic content textbooks and audiovisual materials

Resources

1. Language house/language hall in dormitory
2. Communicative foreign language texts
3. Foreign language tutors
4. Language clubs (Alliance Française, Tertulias)
5. Foreign exchange students and teachers and native speakers in community
6. All media: films, slides, videotapes, records, tapes, CDs, shortwave radio, television, computer software
7. Authentic content-based texts and books with teacher's manual
8. Language institutes
9. Rockefeller grants for study abroad

Assessment

1. Oral and written exams
1. Oral proficiency rating using the American Council on the Teaching of Foreign Languages (ACTFL) scale
2. Journal writing
3. Recitations, oral presentations (exposes and explications), and skits
6. Class participation

Competency 10.0 *Knowledge of child development*

Instructional Experiences

1. Coursework:
   a. Child psychology or human development, and educational psychology
   b. Elementary school foreign language methods
2. Videotapes of actual classroom with model teachers, including classrooms of academically gifted and learning disabled children
3. Required classroom observations in elementary classes
4. Case study of an individual child
5. Minilessons/microteaching in methods classes at various levels
6. Lesson plans adapted to the needs of exceptional children
7. Piaget tests performed with children of different ages

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 66-70.
2. Readings:
   Chapman, M., Grob, E., & Haas, M. (1989). The ages and learning stages of children and their implications for foreign language learning. In K. Müller (Ed.), *Languages in elementary schools.* New York: The American Forum, 27-42.

   Elkind, D. (1978). *A sympathetic understanding of the child, birth to sixteen.* Boston: Allyn and Bacon.

   Flavell, J. H. (1985). *Cognitive development* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

   Gesell, A., Ilg, F.I., & Ames, L.B. (1987). *The child from five to ten.* New York: Harper and Row.

   Glover, J.A., & Bruning, R.H. (1987). *Educational psychology: Principles and applications* (2nd ed.). Boston: Little, Brown and Co.

   Heining-Boynton, D.B. (1991). The developing child: What every FLES teacher needs to know. Report of Central States Conference on the Teaching of Foreign Languages. In L. Strasheim (Ed.), *Focus on the foreign language learner: Priorities and strategies.* Lincolnwood, IL: National Textbook, 3-11.

Rhodes, N., Curtain, H.A., & Haas, M. (1990). Child development and academic skills in the elementary school foreign language classroom. In S.S. Magnan (Ed.), *Shifting the instructional focus to the learner*. Middlebury, VT: Northeast Conference, 57-92.

Shaffer, D.R. (1989). *Developmental psychology: Childhood and adolescence* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Wadsworth, B.J. (1989). *Piaget's theory of cognitive and affective development* (4th ed.). White Plains, NY: Longman.

3. Educational Resources Information Center (ERIC) files and journal articles

4. Curriculum guides from states and school systems including foreign language and content areas

5. Curriculum libraries at university

Assessment

1. Evaluation of lesson plans and presentation of lessons

2. Summaries and critiques of videotapes of other students in classroom settings

3. Log of field experiences

4. Tutoring of children at various levels

Competency 11.0 *Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school*

Instructional Experiences

1. Coursework: Elementary school foreign language methods, including:
   a. Major themes and developments in the history of foreign language education in the United States
   b. Various program models, i.e., foreign language in the elementary school (FLES), foreign language experience (FLEX), and immersion (definitions, examples, goals and objectives)
   c. History of foreign language teaching in the state of residence

Resources

1. Methods texts:

Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 1-19.

Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 7-19.

2. Readings:

Andersson, T. (1969). *Foreign language in the elementary school: A struggle against mediocrity.* Austin, TX: University of Texas Press.

Grittner, F. (1977). *Teaching foreign languages.* New York: Harper and Row.

Heining-Boynton, A.L. (1990). Using FLES history to plan for the present and future. *Foreign Language Annals, 23,* (6), 503-510.

Met, M. (1991). Elementary school foreign language: What research can and cannot tell us. In E. Silber (Ed.), *Critical issues in foreign language education.* New York: Garland Press, 63-79.

Met, M., & Rhodes, N. (1990). Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals, 23,* (5), 433-443.

Omaggio, A. C. (1986). *Teaching language in context. Proficiency oriented instruction.* Boston: Heinle and Heinle.

Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24,* (4), 297-314.

Schinke-Llano, L. (1985). *Foreign language in the elementary school: state of the art.* Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 264 715)

Assessment

1. Written or oral examinations
   a. Trace the historical background of foreign language education in the United States.
   b. Articulate orally a rationale for an early beginning and long sequence of foreign language study to various groups (parents, administrators, the public).
   c. Identify each program model by viewing a videotape section or by reading a description.
2. Debate and rationale for or against an early start and long sequence of foreign language

Competency 12.0 *Awareness of the need for personal and professional growth*

Instructional Experiences

1. Classroom discussion of professional organizations and publications and the importance of reading these publications and participating in local, state, and/or national organizations, and networking in order to become aware of current research and trends in education

2. Evaluation in writing of foreign language professional journals, giving the focus of each of the journals

3. Discussion of need to maintain foreign language proficiency and suggestions for ways to do so after graduation

4. Speakers (such as counselors or veteran teachers) on topics such as stress, burn-out, and other professional concerns

Resources

1. Library periodicals (see Appendix C for availability)
   a. *Foreign Language Annals*
   b. *French Review*
   c. *Hispania*
   d. *Modern Language Journal*
   e. *Canadian Modern Language Review*
   f. *TESOL Quarterly*
   g. *Die Unterrichtspraxis*
   h. *Advocates for Language Learning (ALL) Newsletter*
   i. *FLES NEWS*

2. Readings:

Heining-Boynton, A.L. (1990). Staff development for the FLES teacher: Networking to make it happen. Report of Central States Conference on the Teaching of Foreign Languages. In G. Ervin (Ed.), *Realizing the potential of foreign language instruction.* Lincolnwood, IL: National Textbook, 63-73.

American Association of Teachers of French. (1988). *Standards/competencies for effective elementary school FL teachers.* Baltimore, MD: AATF/FLES Commission, University of Maryland, Baltimore County.

American Council on the Teaching of Foreign Languages. (1986). *ACTFL Proficiency Guidelines.* Hastings-on-Hudson, NY: ACTFL.

3. Professional organizations and conferences: (see Appendix D for addresses)
   a. American Association of Teachers (AATs) of (French, Spanish and Portuguese, German) and other foreign language teachers' organizations
   b. Advocates for Language Learning (ALL)

c. American Council on the Teaching of Foreign Languages (ACTFL)
d. National Network for Early Language Learning (NNELL)
e. Second/Foreign Language Acquisition by Children (SLAC) Conference
f. Regional conferences such as the Northeast Conference on the Teaching of Foreign Languages and the Southwest Conference on Language Teaching
g. Foreign language collaboratives

Assessment

1. Attendance at professional meetings
2. Subscriptions to professional journals
3. Presentations at professional meetings
4. Leadership in profession
5. Enrollment in university course or obtaining a higher degree

Competency 13.0 *An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members*

Instructional Experiences

1. Networking with other teachers
2. Invitation to a classroom teacher encouraging that teacher's participation in one's program in specific ways
3. Explanation, in written form, to send to parents describing one's program (goals, expectations, and requirements) or introducing a unit
4. Attendance at a school board meeting
5. Attendance at a guest speaker's lecture on the topic of teacher collaboration
6. Presentation by a principal or department chair on scheduling, program planning, or effective schools

Resources

1. Readings:
   Heining-Boynton, A.L. (1991). Implementation of state-mandated FLES in North Carolina: An update. *Hispania, 74,* (2), 430-432.

   Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24,* (4), 297-314.
2. Foreign language teachers
3. Foreign language collaboratives
4. Other professional meetings
5. Classroom teachers
6. Effective schools research

Assessment

1. Participation in "shadowing" a classroom teacher at one or more grade levels to record impressions of how that teacher fits into the entire school program
2. Teacher evaluation
3. Rapport with colleagues

Competency 14.0 *Awareness of skills for program promotion*

Instructional Experiences

1. Discussion of strategies for program promotion through parent-teacher association, school festivals, civic events, foreign language week contests, and volunteering in the schools when there are such events

2. Discussion of public attitudes and challenges facing foreign language instruction, such as media, decision makers, and civic events

3. Participation in a public relations-related activity in a local school

4. Hosting a children's festival on campus

Resources

1. Readings:
   Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24*, (4), 297-314.

2. Pamphlets and other informational materials from ACTFL, Northeast Conference, AATs, *FLES News*, ALL, ERIC, Joint National Committee for Languages (JNCL), and Center for Applied Linguistics (CAL) (see Appendix D and E for addresses)

3. Visitors from school administration and staff, business community, including public relations firm

4. Class visitors from the field of public relations

5. ERIC database (for obtaining relevant articles)

Assessment

1. Student's journal of volunteer experiences and/or observations in schools or promotional events

2. Hypothetical promotional campaign for a feature of a foreign language program

3. Program created with strategies that would arouse public awareness

4. Letter-writing campaign to a public figure, legislator, or agency, to request support or promote issue or program

5. Files of materials, articles, and data that provide evidence of need of foreign language learning

6. Collection of rationale statements

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Note: Some of the resources listed are identified by an ERIC (Educational Resources Information Center) Document number (e.g., ED 225 403). These documents can be read on microfiche at libraries with an ERIC collection, or ordered in paper copy from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852. For the location of an ERIC collection nearest you, write to the ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd Street NW, Washington, D.C. 20037.

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Appendix A

Implementation Strategies for the Elementary School Foreign Language Teacher Education Curriculum

The following strategies have been suggested by teacher trainers for the implementation of this curriculum at various institutions:

1. Address the following in a foreign language methods syllabus:
   a. Cultural diversity
   b. Instructional technology
   c. Exceptionality in children

2. Assign readings in specific categories and narrow the range of options

3. Stress field experiences so students get as much experience in the classroom as possible

4. Have mini-/microteaching videotaped (audiotaped) over a period of time

5. Plan as much activity-based instruction as possible so students get hands-on experience with different methodologies and techniques

6. Recommend student teaching and/or observation at both elementary and secondary levels Although it is often difficult to arrange student teaching or observations at both levels, it is very beneficial; one university, the University of North Carolina at Greensboro, has students do prestudent teaching at one level, elementary or secondary, and then teaching at the level on which they prefer to build their careers

7. Require use of various types of media and manipulatives in lessons

8. Emphasize need for making own instructional materials

9. Offer elementary and secondary school foreign language methods courses (although this is not always possible due to scheduling for elementary majors and K-12 specialists)

10. Update or fine tune categories in your resource files to have readily available sample curricula, materials, and bibliographies

11. Offer training workshops for the student teachers' "cooperating teachers" so they will know what is expected of them and how to make the student-teaching experience mutually beneficial

12. Revise order of assignments so lesson planning and model lessons are introduced early in the program

13. Share course descriptions and syllabi with other teacher training institutions

Appendix B

Elementary School Foreign Language Teacher Education Project

Elementary School Foreign Language Teacher Education Seminar

Our major goal of the elementary school foreign language teacher training seminar was to build on what the participants already knew and to provide them with additional information on how children learn language, and how various approaches to teaching language could be used. We faced the challenge of dealing with a diverse group of educators with varied experience in the field. We were careful about not presenting material in too-simplified a fashion, while at the same time making sure that everyone had a foundation in elementary foreign language methodology.

A team comprised of the project director, the project coordinator in North Carolina, and the three consultants developed the seminar agenda to cover the topics that we thought were critical, and other topics that were mentioned by the participants in their questionnaires. In an effort to conduct the seminar by actually implementing the methodologies, each of the presenters gave demonstrations and provided hands-on activities for the participants on their topics.

Elementary Class Observations and Teaching

The core of the project for the teacher trainers was their in-class experiences during the year in which they observed elementary school foreign language teachers, prepared lessons, and taught the elementary classes. Through phone interviews, questionnaires, and personal communication, the faculty members described their collaborative experiences with elementary teachers as quite beneficial. As a teacher trainer from Meredith College, N.C., explained, "The observations are extremely valuable. It seems like the teaching then falls right into place. The more you see, the more you learn."

When asked about the benefits of teacher trainer-FLES teacher colloboration, most teacher trainers mentioned more than one positive outcome. A University of North Carolina-Wilmington teacher trainer commented that, "It was very important and useful to see the FLES teacher's style, pacing of class, integration of materials, and orderly

movement from one classroom to another. It was not nearly as hectic as I had imagined. (Also), the classroom teacher's cooperation was crucial."

The majority of the teacher trainers felt that the most useful experience during their collaboration with the FLES teacher was the actual teaching of the classes to get the feel of student response, to experience the interaction with the students, and to get a grasp of what a 15-20 minute teachable lesson is. One trainer commented that the most useful experience was learning to be flexible. "I taught five second grade classes (including two learning disabled classes) and I had to adjust my (original) lesson plan. In some cases I was successful, in others not."

How to plan lessons for a multitude of classes was another key area that the faculty learned about by observation and participation. A Methodist College teacher trainer especially benefitted from watching her FLES teacher plan and then asking the FLES teacher about her strategies before she entered the classroom. "She is a storehouse of ideas and has learned what works best and when. The planning process is so important, and I saw how she drew from the curriculum and her materials to create the lesson for the day and how that fit into the on-going plan." And as a way to observe student progress, a North Carolina State University teacher trainer found that dividing the observations into three segments, January, March, and May, made it easier to assess the students' gradual language acquisition.

Many of the faculty found that there were added benefits to the observations and teaching. A teacher trainer from Appalachia State University describes a new collaboration that has emerged from her observations and teaching. "I have learned a ton from my collaborating FLES teacher. . . especially about discipline, organization, and dealing with classroom teachers. Plus, several of my methods students observed him and we had excellent discussions about those visits." At Western Carolina University, a teacher trainer has arranged for his colloborating elementary teacher to meet with the university methods class and he also hopes that his methods students will be able to regularly observe the FLES teacher. The FLES teacher also arranged for the teacher trainer to attend the school district's monthly FLES teachers meetings, where the teacher trainer got input on the FLES methods class curriculum he is developing.

All the teacher trainers (who returned questionnaires) recommended this type of collaboration for other teacher trainers and FLES teachers. "Absolutely!" exclaims one enthusiast, "Instead of studying FLES techniques in the abstract, one is able to attach practice to learning." "¡Claro que sí!" writes a Spanish professor. "It made me aware of the difficult task FLES teachers have. It changed the way I will teach my FLES methods class." The general consensus was that it is invaluable to participate in a class and to experience firsthand the thrill of teaching young children.

In addition to the expected tangible results of the first year of the project — 14 teacher trainers who now have in-class experience at the elementary level, and a training curriculum soon to be available — there were unexpected side benefits to the first year of the project. As mentioned earlier, many of the teacher trainers, through their elementary school collaborations, have made excellent contacts in the schools and plan to continue their collaboration by sending their methods students to observe and student teach with the same FLES teacher.

One group that we were hoping would benefit from the project — although we weren't sure how — was the FLES teachers themselves. The majority of them did find the colloboration highly successful and learned a lot in their mentoring roles. "Our relationship has been very two-way," says a Spanish FLES teacher, "The teacher trainers have shared music and poems. I shared more via demonstration in my teaching. Importantly, I felt on an equal level — a strong characteristic of collaboration." Others appreciated the feedback on their teaching. A Durham, N.C., French teacher writes that "It was gratifying that the teacher trainer felt my lessons were successful. I especially enjoyed seeing the teacher trainer teach my lesson and realizing that my students *knew* something." Another FLES teacher concurs, "This was only the second time I had observed someone doing what I do. It was very edifying. Also, the teacher trainer always had salient comments to make after her observations which were helpful."

Appendix C

Foreign Language Journals and Newsletters

(Abbreviations are explained on the following page)

ADFL Bulletin, (previously *Bulletin of the Association of Departments of Foreign Languages)* ta, $15.00, inst. $30,00, lib. $30.00; sc $5.00; Reprint -UMI; Association of Departments of Foreign Languages, 10 Astor Place, New York, NY 10003-6981

Canadian Modern Language Review, q, $25.00, inst. $35.00; 237 Hellems Avenue, Welland, Ontario, Canada L3B 3B8

Contact (Canadian Review for French Teachers), Simon Fraser University, Faculty of Education, Burnaby, BC V5A 1S6 Canada

FLES NEWS, ta, $12.00; Department of Foreign Languages and Literatures (Marcia Rosenbusch, Ed.), 300 Pearson Hall, Iowa State University, Ames, IA 50011

Foreign Language Annals, bm, $45.00, inst. $50.00; Reprint-UMI; American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701

Français dans le Monde, 8/yr, French Franc 230, Reprint-UMI; Hachette Edition et Diffusion Francophones; 26 Rue des Fosses Saint Jacques, 75005 Paris, France

French Review, bm, $27.00; Reprint-UMI; American Association of Teachers of French, 57 E. Armory Ave., Champaign, IL 61820

Hispania, q, $25.00; Reprint-UMI; American Association of Teachers of Spanish and Portuguese, Mississippi State University, P.O. Box 6349, Mississippi State, MS 39762-6349

Journal of Child Language, ta, ind. (US $44.00); sc (US $37.00); Cambridge University Press, 32 E. 57th St., New York, NY 10022

Journal of Multilingual and Multicultural Development, bm, ind. $35.00; inst. $105.00; Multilingual Matters, Ltd., Bank House, 8a Hill Road, Clevedon, Avon BS21 7HH, England

Modern Language Journal, q, $13.00, inst. $30.00; Reprint UMI; University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715.

NABE: The Journal for the National Association for Bilingual Education, ta, $48.00; Union Center Plaza, 810 First Street, NE, 3rd floor, Washington, DC 20002-4250

Second Language Research, sa, ind. $35.00; inst. $53.00; Edward Arnold Journals, 46 Bedford Square, London WC1B 3SE England

Studies in Second Language Acquisition, sa US$37.00; inst. US$67; Cambridge University Press, 32 E. 57th St., New York, NY 10022

TESOL Quarterly, q, $42.00, Reprint-UMI: TESOL Central Office, Suite 300, 1600 Cameron Street, Alexandria, VA 22314

Unterrichtspraxis, sa, mem. salary under $20,000 ($20.00); $20,001- $25,000 ($25.00); $25,001- $30,000 ($30.00); over $30,000 ($35.00); Reprint-UMI; 523 Bldg., Ste. 201, Rte. 38, Cherry Hill, NJ 08034

Abbreviations: a--annually; bm--bimonthly; bw--biweekly; inst.--institution; ind.--individual; lib.--library; m--monthly; mem.--member; nonmem.--nonmember; Pub.--publisher; q--quarterly; UMI-University Microfilms International; sa--semiannually; sc--single copy; sm--semimonthly; stu.--student; ta--triannually.

Appendix D

Organizations and Conferences Dealing with Elementary School Language Instruction

Advocates for Language Learning
Paul Garcia, President
P.O. Box 1614
Independence, MO 64055
816-871-6317

Canadian Association of Immersion Teachers
62 Robertson Road
P.O. Box 26148
Nepean, Ontario K2H 9RO, Canada
613-829-7113

Canadian Parents for French
309 Cooper Street, Suite 210
Ottawa, Ontario K2P 0G5, Canada
613-235-1481

National Network for Early Language Learning (NNELL)
Nancy Rhodes, Executive Secretary
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
202-429-9292

Ontario Institute for Studies in Education (OISE)
252 Bloor Street West
Toronto, Ontario M5S 1V6, Canada
416-923-6641

Second/Foreign Language Acquisition by Children Conference (SLAC)
Rosemarie Benya, Chair
East Central University
Ada, OK 74820
405-332-8000

Language Specific Organizations

American Association of Teachers of Arabic
Dilworth Parkinson, Executive Director
280 HRCB
Brigham Young University
Provo, UT 84602
801-378-4684

American Association of Teachers of French
Fred M. Jenkins, Executive Director
57 East Armory Avenue
Champaign, IL 61820
217-333-2842

American Association of Teachers of German
Helene Zimmer-Loew, Executive Director
12 Haddontowne Court, #104
Cherry Hill, NJ 08034
609-795-5553

American Association of Teachers of Italian
Louis Kibler, Secretary-Treasurer
Department of Romance Languages
Wayne State University
Detroit, MI 48202
313-577-3219

American Association of Teachers of Slavic and East European Languages
George Gutsche, Executive Secretary-Treasurer
University of Arizona
Tucson, AZ 85721
602-621-9766

American Association of Teachers of Spanish and Portuguese
James R. Chatham, Executive Director
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762-6349
601-325-2041

American Classical League
Harry Rutledge, President
Miami University
Oxford, OH 45056
513-529-7741

American Council of Teachers of Russian
1619 Massachusetts Ave., NW, Suite 527
Washington, DC 20036
202-328-2287

American Council on the Teaching of Foreign Languages (ACTFL)
C. Edward Scebold, Executive Director
6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830

Association of Teachers of Japanese
Hiroshi Miyaji, President
Hilcrest 6119
Middlebury College
Middlebury, VT 05753
802-388-5915

Chinese Language Teachers Association
C. P. Chou, Executive Director
Princeton University
211 Jones Hall
Princeton, NJ 08544
609-258-4269

Goethe House
666 3rd Avenue, 19th floor
New York, NY 10017
212-972-3960

Appendix E

Language Resource Centers

American Association of Teachers of French/FLES Commission
University of Maryland/Baltimore County
Department of Modern Languages and Linguistics
Baltimore, MD 21228
410-455-2997

American Forum for Global Education
45 John Street
Suite 1200
New York, NY 10038
212-732-8606

Center for Applied Linguistics (CAL)
1118 22nd Street NW
Washington, DC 20037
202-429-9292

ERIC Clearinghouses on Languages and Linguistics (ERIC/CLL)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
202-429-9292

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street NW
Washington, DC 20037
202-467-0867 800-321-NCBE

National Foreign Language Center (NFLC)
1619 Massachusetts Avenue, NW
Washington, DC 20036
202-667-8100

Appendix F

Training Videos

1. The following teacher preparation videos, with accompanying teacher's activity manuals, are intended for institutions of higher education, school districts, and teacher trainers involved in teacher preparation for elementary foreign language programs. Although designed for immersion teachers, they are applicable to all types of elementary foreign language teachers:

"Assessment in the Immersion Classroom"
"Foreign Language Immersion: An Introduction"
"Negotiation of Meaning"
"Planning for Instruction in the Immersion Classroom"
"Reading and Language Arts in the Immersion Classroom: Grades K-2"
"Reading and Language Arts in the Immersion Classroom: Grades 3-6"
"Second Language Acquisition in Children"
"Teaching Culture in the Immersion Classroom"
"Teaching Mathematics and Science in Immersion Settings"
"Teaching Social Studies in the Immersion Classroom"
""What it Means to be an Immersion Teacher"

Available from: Montgomery County Public Schools, Department of Academic Skills, Office of Instruction and Program Development, Rockville, MD 20850. Tel. (301) 279-3410; Cost: $25 each.

2. *"First Steps in FLES"* is a 30-minute training video for new teachers depicting strategies, techniques, and games to be used in an elementary school foreign language class. Available from: Learning Resource Center, University of North Carolina-Greensboro, Spring Garden Street, Greensboro, NC 27412; Cost: $20.

3. The video *"FLES* Programs in Action"* depicts goals and activities in FLEX, Sequential FLES, and Immersion. An accompanying brochure gives additional information on each type of elementary school program model, including expected outcomes, goals and long-range plans, results of research, and other topics. Videotape/brochure package Available from: Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 Tel. (410) 455-2109; Cost: $23 (Make check out to UMBC-MLL).

3. The *Cooperative Learning Series* (5 videos), with accompanying facilitator's manual, focuses on techniques for succesfully using cooperative learning in the classroom. The first program,*"Learning to Work Together,"* is for school administrators, teachers, staff development personnel, board members, parents, and community groups. The second, third, fourth, and fifth programs, *"Planning and Implementing Cooperative Lessons," "Teaching Social Skills," "Three Frameworks: STAD, TGT, and Jigsaw II,"* and *"A Sample Lesson,"* are for teachers. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314 Tel. (703) 549-9110 (Preview copies available).

Appendix G

Elementary School (K-8) Foreign Language Teacher Competencies (a summary)

1.0 An understanding of second language acquisition in childhood and its relation to first language development

2.0 Knowledge of instructional methods appropriate to foreign language instruction in the elementary school

3.0 Knowledge of instructional resources appropriate to foreign language instruction in the elementary school

4.0 Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school

5.0 Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language

6.0 Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture

7.0 Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language

8.0 Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning

9.0 Proficiency in the foreign language

10.0 Knowledge of child development

11.0 Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school

12.0 Awareness of the need for personal and professional growth

13.0 An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members

14.0 Awareness of skills for program promotion

Appendix B

Project Evaluation Report
by Helena Curtain

Improving Elementary School Foreign Language Teacher Education
Center for Applied Linguistics/North Carolina FIPSE Project
EVALUATION REPORT
June 1992

Prepared by Helena Curtain
Milwaukee (WI) Public Schools

Goals of the project

The project set as its goals the following:

1. Improve the ability of North Carolina foreign language teacher educators to train future elementary school foreign language teachers.

2. Facilitate collaboration among foreign language teacher educators and practicing FLES teachers.

3. Provide training in FLES methods instruction for 22 teacher educators and 14 FLES teachers.

4. Build a statewide capacity to expand opportunities for professional development by training project participants to become trainers, and

5. Disseminate the teacher education curriculum and model to other interested districts and states.

Project Evaluation

The evaluation of the North Carolina teacher training project was of two types, formative -- to continually assess the degree to which interim objectives were met so that "fine tuning" could occur throughout the three-year life of the project, and summative -- to assess changes in the participants' behavior and attitudes as a result of project involvement. This report focuses on the summative evaluation, verifying whether the teacher trainers are, in fact, using the skills techniques, and approaches covered in the training (according to self report). The results will be presented as part of the overall evaluation of the success of the project by analyzing whether each of the five project goals were accomplished.

One of the ways the evaluation was conducted was by soliciting written comments from the participants and conducting post-training interviews with them (by an outside evaluator). The purpose of the evaluation was to investigate whether the project accomplished its goals. The report is organized according to each of the goals. There is a narrative statement for each goal along with quotations from participants to enhance and support the narrative. The quotations were taken from written comments on the final evaluation form (see evaluation questionnaire and complete set of responses in appendix) and from interviews conducted by the outside evaluator. The half-hour interviews were conducted at the final project meeting in May 1992, in Winston-Salem, North Carolina, in a group format with three different groups: Phase 1 teacher trainers, Phase 2 teacher trainers, and FLES teachers. The project co-directors did not attend the evaluation sessions so that the participants would feel free to give their honest comments and criticisms about the project to the evaluator.

GOAL ONE: Improve the ability of North Carolina foreign language teacher educators to train future elementary school foreign language teachers.

TEACHER TRAINERS

This goal was accomplished in an exemplary manner. Trainers overwhelmingly felt that their abilities to train FLES teachers and to teach the FLES methods courses had been greatly improved. During the interview process, there was an atmosphere of excitement and enthusiasm that was palpable to the interviewer and that further reinforced the positive comments that were being made. It was evident that the trainers had been greatly affected by the project and that the project had clearly met its goal.

Several trainers indicated that they had changed the priorities in their methods classes as a result of what they had learned from the project. Most of the trainers agreed that their participation in this project not only greatly improved their methods classes, but also carried over to their language classes. They agreed that teaching the FLES classes as part of the project had made them better teachers. There was general agreement that the meaning-oriented, concrete, experiential methodology which served as the basis for the training was also effective with university students. One trainer gave examples of their university students playing Simon Says, reading with delight the children's book *Are You My Mother?*, and listening enraptured to stories and fairy tales. Another gave the example that the students are excited whenever she uses the "magic box" technique and brings "something in a bag" to her classes. Other trainers indicated that they also carried over the new techniques, such as role playing and cooperative learning, to their literature classes.

Another benefit reported by the trainers was that they had gained a new and valuable understanding of the challenges facing elementary school foreign language teachers and thus were much more sensitive to the needs of the teachers they were preparing. One trainer felt that the project gave her the practical experience she needed in order to "live the reality of the public school." They also gained an understanding of the elementary school curriculum and elementary school children. Several trainers indicated that they had broadened their horizons as an outgrowth of the FIPSE project. One teacher educator attended workshops on child development, another who previously had only read things in his field (literature) found his interests broadened and found himself reading things about science and other areas.

They indicated that they now relate much better to young students and are no longer afraid to work with elementary school children. One trainer mentioned that when he taught the elementary classes, for the first time in 30 years, the students applauded! Another, a distinguished French literature professor who was asked by his dean to teach the methods course without ever having any previous methods teaching experience, made the comment that one of the greatest rewards he ever had in teaching was during his teaching of a FLES class. After a successful lesson in which he had handed out name tags and given French names to the second graders, one of them came up to him and asked him to autograph the name tag!

Trainers also indicated in the interviews that participation in the project had assisted them in their in their roles as department chairs. Several said that they would use their new knowledge to establish criteria for hiring new teachers in their departments. They also stated that questions raised in interviews of prospective staff had been modified as a result of the project.

Another byproduct of the FIPSE project was that several of the FLES teachers have also become involved in training and have been asked to do workshops. In fact, one of them

mentioned that she conducts about twenty workshops locally, regionally and nationally, throughout the year. A further byproduct of the project is that it may be improving methods training for teacher preparers who are not a part of the project. One trainer stated: "My colleagues in the Romance Language Department at my university are very interested in the FLES program and how they can work with me to prepare effective teachers - Yeh!"

GOAL 2: Facilitate collaboration among foreign language teacher educators and practicing FLES teachers.

FLES TEACHERS

The interviews indicated that this goal was also accomplished in an exemplary manner. Elementary school foreign language teachers overwhelmingly indicated that collaboration among FLES teachers and teacher trainers had been greatly improved. They were exuberant about their convictions that networking and communication among FLES teachers and teacher trainers was invaluable and that this networking had helped to improve their professional competence and to reduce their sense of isolation. They indicated that participation in the project broke down the ivory tower syndrome and that it enabled them to see the teacher preparers in a more "human" light. The fact that the teacher trainers received input and constructive comments and made subsequent changes in methodology, according to what FLES teachers recommended, had a great impact on the FLES teachers.

There was a new respect developed for the teacher trainers and their advice became more valuable since they had made the effort to grow and since they had been "in the shoes" of the elementary school foreign language teachers. The teachers indicated that the trainers now included many more practical applications in their methods classes. After participation in the project the elementary school foreign language teachers saw the trainers as "real" teachers. According to the FLES teachers, the teacher trainers became better evaluators of their own students and also became more compassionate with constructive criticism.

The FLES teachers indicated that collaboration among their own group, the FLES teachers themselves, also reduced their isolation and had a great impact on their teaching. The sharing extended to social time in hotel rooms and shopping trips to buy FLES materials after the official meeting hours. A further outgrowth of the project was that teachers took back ideas to their own school systems and shared ideas with their fellow district teachers. The collaboration that the project fostered enabled them to broaden their perspectives and think about the FLES program as a whole, not just their individual classrooms. It also raised their consciousness about the future of the program.

TEACHER TRAINERS

The teacher trainers also overwhelmingly indicated that this goal had been met in an exemplary manner. Several comments taken from the final evaluation form typify the reaction of the trainers:

> The teamwork involved in this groups work is a big PLUS. This kind of collaboration and study-work effort should have been exercised long ago, and it should continue.

> I am communicating with and getting ideas from others such as I have never done before.

Trainers stated that the contacts and collaborations which resulted from the FIPSE project were invaluable. One of the other benefits of the collaboration was that the they had learned to trust each other as trainers. (This trust and spirit of cooperation was very evident

throughout the interview.) The trainers also stated that because of information that they received through the project trainers' network, they felt empowered to work within their own institutions to create needed changes in their programs.

As a result of the collaboration fostered by the project, trainers felt that it was now possible for them to bring in a network of people to serve as resources for their methods class. Trainers felt that, as a result of the project, they can now network with anyone in the state, and they can find assistance throughout the state, thus, greatly reducing their sense of isolation. One trainer expressed his satisfaction with the collaboration in this way: "communication is easier when 'they' become a real, live individual. (They say, they do, etc.) The old Indian adage of walking a day in someone else's moccasins certainly applies."

The trainers and teachers developed ongoing relationships. Many of them met and spoke on the phone regularly, shared ideas for classroom management and were "sources of inspiration" for each other. Many of them developed a system for the FLES teachers to make presentations to methods classes and for methods students to observe FLES classes on an ongoing basis.

Some of the collaboration has resulted in additional outcomes, for example, one teacher trainer became a key person in developing a collaborative organization involving teachers from all levels - elementary, middle, high and university.

GOAL THREE: Provide training in FLES methods instruction for 22 teacher educators and 14 FLES teachers.

FLES TEACHERS

The project certainly provided excellent training for the teacher educators and FLES teachers and met this goal in an exemplary manner. FLES teachers overwhelmingly indicated that they had learned new methods as a result of the project. Teachers felt that they are now able to answer theoretical and practical questions about FLES program methodology based on the knowledge they have gained. One example given was that they are now able to cite relevant second language acquisition research. They indicated in the interviews that they now felt more informed and felt empowered to speak to administrators, curriculum specialists, and other staff in an informed way about the needs of the FLES program.

Teachers felt more able to grow and develop and solve problems because of participation in the project. One example given was that they were able to refocus activities to better meet the needs of fourth and fifth graders -- a very challenging task as the program reaches into the intermediate grade levels and some of the students' initial enthusiasm for learning another language may have worn off. Some of the teachers indicated that the project helped them to feel "validated" to realize that much of what they were already doing was on the "right track." Teachers also felt that they gained a firm knowledge base concerning the role of reading and writing in elementary school foreign language programs, a question that had been particularly unsettling since they had been unsure about the role of literacy.

FLES teachers also reported that as a result of the project, they felt more confident in their teaching, and not so afraid to try new teaching techniques. They also felt more patient when they did not immediately have the answer to every problem and trusted more in their ability,with time, expert counseling and collaboration, to solve their problems. Some teachers stated that as a result of the project they had enrolled in other staff development opportunities in order to extend what was learned in the project, for example, one FLES

teacher enrolled in a mathematics workshop to learn more about hands-on mathematics activities and how she could use those activities in the FLES class.

TEACHER TRAINERS

This goal is closely related to goal one since inherent in the ability of the North Carolina educators to train future elementary school teachers is their knowledge of appropriate methods and techniques for elementary school foreign language instruction. Many of the comments outlined under goal one relate also to goal three for the teacher educators. The trainers very strongly felt that the project had improved their knowledge of methods.

One trainer wrote: "It was at one of our FIPSE meetings that I first heard of 'cooperative learning.' I have incorporated that into my methods course as well as many practical ideas (more demonstrations) from FLES teachers. It has been professionally rewarding to be able to work with some of our consultants who have opened many new vistas." Another trainer commented: "I would never have understood the significance of careful planning for time management and classroom management without this experience. . . All things that go on in the elementary classroom become so much more meaningful and vivid when you actually do them yourself."

Here are several other sample comments relating to how their knowledge of methods has been improved:

> I have become more aware of good teaching and it makes me a better teacher.
>
> This has been like going back to college.
>
> This has been an ongoing workshop.

GOALS FOUR AND FIVE: Build a statewide capacity to expand opportunities for professional development by training project participants to become trainers, and disseminate the teacher education curriculum and model to other interested districts and states.

Both trainers and teachers overwhelmingly agreed that goals four and five were also met in an exemplary manner. Participants felt that North Carolina will benefit greatly as a result of the project and that the project will have a lasting impact. One participant wrote that, "the friendships and trust developed in this group will have a very long positive effect in North Carolina foreign language programs and instruction." They agreed that North Carolina should be used as a resource for other states, and the persons involved in this project could serve as consultants and helpers to those just embarking on such a project.

North Carolina's statewide capacity for training in the areas of second languages in the elementary school has been greatly facilitated. Common ground has been established and there is a common understanding of what constitutes good instruction for elementary school students and for methods students throughout the state. The teacher preparation curriculum can be disseminated throughout the United States and to other countries since it is an extremely valuable reference for those needing to develop a teacher preparation program for languages in the elementary school. The experience gained in North Carolina will be an invaluable asset to those just starting out. The training model which was developed can be exported to other states with very minor modifications.

Recommendations for Project Replication

Participants had different ideas regarding how the project should be replicated in other states. Their recommendations focused mainly on the best time to include the new trainers and teachers in the project, future participants and communication regarding the project.

In regard to when to include the new trainers and teachers, some of the Phase 2 participants felt that they did not have a complete understanding of the project since they joined the group at the end of the second year. Several persons suggested bringing them in at the end of the first year, rather than at the end of the second year. All agreed that bringing in the new members was an important component of the model.

In regard to future participants, it was suggested that when the project is replicated, participants should include middle school teachers, high school teachers and possibly administrators.

In regard to project communications, it was suggested that in addition to the regular communication with the FLES teachers and the initial communication with the school districts, there is a need for ongoing communication with the teachers' school districts. This is especially important before and after the meetings, both to facilitate release time for them and also to provide for accountability . It was suggested that possibly the minutes of the meetings and workshops could be published or some type of news report could be disseminated. This would provide both a measure of accountability and a way of disseminating information about the project. Communication to university deans and department chairs was also suggested as a way to increase communication about the FIPSE project.

It is recommended by this evaluator that,with just a few exceptions, the project be replicated generally as it was conceived, since the project met with extraordinary results and success. It is recommended that the new participants join the group at an earlier point in the second year. It is also recommended that an additional way to further strengthen the project is to increase communications to the participating school districts and universities. As far as inclusion of administrators and teachers at different level, this may depend on the local needs of the replication site.

Conclusion

There were many other positive outcomes as a result of the project. The following quotations taken directly from the interviews give several other examples of positive outcomes and give a strong indication of the overall impact of the project.

> More than anything else, this project has made me reflect on my teaching.
>
> I am not only better prepared but more willing to do the work that it takes.
>
> I have gone through self-renewal as a result of this project.
>
> It has been one of the best experiences of my teaching career.
>
> My own enthusiasm has been renewed.
>
> I wish FIPSE could continue! Every time we meet it rejuvenates me.
>
> ...pure teaching and learning...

The evaluation results overwhelmingly indicate the efficacy and success of the project. All of the goals of the project were met to a great degree. The participants indicated that they had been greatly empowered as a result of project participation in the areas of increased knowledge of methods, increased collaboration, and improved ability to teach methods classes or FLES classes. It is very telling that there were no negative comments in the general sessions, the interviews or the written evaluations. There was a great spirit of dedication, enthusiasm, shared vision and purpose that was visible and palpable to this outside observer. There appear to be many factors that contributed to the success of the project, but chief among them seems to be that the design was well thought out and very well carried out. The project directors are to be commended for their outstanding contribution to the improvement of elementary school foreign language instruction in North Carolina, and for their contribution to the country as a whole in providing an excellent teacher preparation resource in the *Elementary School (K-8) Foreign Language Teacher Education Curriculum*.

Appendix C

Seminar Agendas for meetings November 1989, May 1990, May 1991, May 1992

C

CAL

Foreign Language Teacher Education Project
Center for Applied Linguistics FLES Seminar
Winston-Salem, NC
November 4 - 7, 1989

AGENDA

Saturday, November 4, 1989

1 - 1:30 pm	Welcome - Jerry Toussaint and Nancy Rhodes Introduction to project - overview of goals Introduction to seminar - overview of goals and agenda
1:30 - 2:00	Cooperative learning exercise "Encantada a conocerte"
2:00 - 3:00	"How Do Children Learn Language?" - Mimi Met –An introduction to second language acquisition theory and an overview of what teachers are doing in the classroom to facilitate learning Video and discussion
3 - 3:15	Break
3:15 - 3:45	"Elementary School Foreign Language: Focus on Communication" Carol Ann Pesola – Introduction to the major principles of early language teaching
3:45 - 4:30	Small groups (by language) to develop simple classroom activity
4:30 - 5:00	Match up of trainer-teacher partners and scheduling of FLES class observations and co-teaching for winter/spring
5:00	Reception

Sunday, November 5, 1989

9:00 - 10:00	Group presentations of activities Audience: make list of principle(s) incorporated to teach each activity
10:00 - 12:00	"Extending the Regular Curriculum into Language Activities" Overview - Helena Curtain; Mathematics - Mimi Met; Integrating Culture - Carol Ann Pesola
12:00 - 1:30	Lunch
1:30 - 2:30	Developing Your Own Content-Based Activities by Using Cooperative Learning Techniques - Mimi Met (groups of 4 by language) Task: Each group selects one topic: Family, clothing, shelter, food Each group is assigned a subject area to base the activity on and receives a curriculum guide from that area
2:30 - 3:00	Groups teach lesson to other participants
3:00 - 3:15	Break
3:15 - 4:30	Current Issues in the Field: Everything You Always Wanted to Know (Panel) Now's your chance! Helena Curtain, Audrey Heining-Boynton, Mimi Met, Jane Mitchell, Carol Ann Pesola, and Nancy Rhodes will be available to answer questions on such topics as evaluation, content-based FLES instruction, the pro's and con's of various program models, and other topics

1118 22nd Street N.W. Washington, D.C. 20037 (202) 429-9292 Fax (202) 429-9766

Monday, November 6, 1989

(Note: Meetings on Monday will be held at Forsyth County Schools Central Office Administration Building)

9:00 - 10:30	"Reading and Writing in the Elementary School Foreign Language Curriculum" - Helena Curtain
10:30 - 10:45	Break
10:45 - 12:00	"Introduction to Child Development: Implications for Foreign Language Teaching" - Audrey Heining-Boynton
12:00 - 1:30	Lunch
1:30 - 3:00	"Story Telling and Story Reading in the Classroom" - Carol Ann Pesola Considerations for presenting a story and follow-up activities
3:00 - 4:30	Divide into language groups and select a story to tell or read, plan how it could be presented to class (with actions, pictures, props, etc.), and plan follow-up activities for a total of three days activities

Tuesday, November 7, 1989

9:00 -9:30	Present story activities to group
9:30 - 10:30	"What's the Difference between Secondary and Elementary Teaching?" Jane Mitchell
10:30 - 10:45	Break
10:45 - 12:00	Developing a classroom observation form
12:00 - 1:30	Lunch
1:30 - 2:30	Teacher trainers meet with FLES teacher partners to finalize observation and co-teaching schedule for winter and spring Set date for June/July meeting
2:30 - 3:00	Seminar evaluation and wrap-up

Foreign Language Teacher Education Project
Center for Applied Linguistics/North Carolina Department of Public Instruction
FIPSE FLES Seminar
Greensboro, NC
May 17 - 20, 1990

CAL

AGENDA

Thursday, May 17, 1990 - Patio/Courtyard Room, Ramada Hotel

8:00 - 8:30 a.m.	Coffee and doughnuts
8:30 - 9:00 a.m.	Welcome - Jerry Toussaint and Nancy Rhodes Overview of seminar goals and agenda
9:00 - 10:15 a.m.	Experiential learning activity Group discussion of what was learned by teacher trainers and FLES teachers during class observations and teaching: Compile list
10:15 - 10:30 a.m.	BREAK
10:30 - 12:00 noon	Brainstorming: What a FLES teacher should be able to do (Compile list)
12:00 - 1:30 p.m.	LUNCHEON and Resource Swap Shop - Guilford Room
1:30 - 3:00 p.m.	Brainstorming: What a FLES teacher should be knowledgable about (Compile list)
3:00 - 3:15 p.m.	BREAK
3:15 - 5:00 p.m.	Synthesis: Organize group lists of what teachers "should be able to do/should be knowledgable about" according to ACTFL and N.C. competencies
8:30 p.m	¡Festival! de Música y Baile y Arte-Sonia Torres, MC Bring your instruments, French/Spanish/German songs, dances, to share

Friday, May 18, 1990

8:30 - 10:15 a.m.	Fine tuning of descriptors of each competency -- in small groups

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Friday, May 18, 1990, continued

10:15 - 10:30 a.m.	BREAK
10:30 - 12:00 noon	Presentations of competencies to entire group
12:00 - 1:30 p.m.	LUNCHEON and Resource Swap Shop - Guilford Room
1:30 - 3:00 p.m.	Elaboration of competencies (Instructional experiences/ activities/resources/evaluation) -- start to fill in chart (discusssion to be continued on Saturday)
3:00 - 3:15 p.m.	BREAK
3:15 - 5:00 p.m.	Viewing of FLES video and evaluation for competencies
8:30 p.m.	VIDEOFEST - come see the latest training videos (and bring any videos that you might want to show)

Saturday, May 19, 1990

8:30 - 10:00 a.m.	Elaboration of competencies (Instructional experiences/ activities/resources/evaluation)
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00 noon	Elaboration of competencies, continued
12:00 - 1:30 p.m.	LUNCHEON - Terrace Room
1:30 - 3:00 p.m.	Making it work at your institution: alternative models for teacher training
3:00 - 3:15 p.m.	BREAK
3:15 - 5:00 p.m.	Alternative models for teacher training, continued

Sunday, May 20, 1990

Morning	On your own (optional information-sharing session in Patio/Courtyard Room)
1:00 - 3:30 p.m.	Future project involvement Project model evaluation Seminar evaluation and wrap-up

AGENDA

NORTH CAROLINA FIPSE TEACHER TRAINING WORKSHOP
MAY 17 - 18, 1991
WINSTON - SALEM, NC

FRIDAY, MAY 17, 1991 WAKE FOREST UNIV, BENSON CTR, RM 410

8:30 AM	Coffee and Danish
9:00 AM	Welcome & Introductions ---------- Rhodes & Toussaint
9:30 AM	Key Concepts for Early Language Programs Audrey Heining-Boynton & Sonia Torres
10:30 AM	B R E A K
10:45 AM	Reading and Writing Activities in the Language Classroom Jane Mitchell, Mary L. Redmond, Claudette Jarrett
12: 00 PM	LUNCH -- BENSON CENTER FOOD COURT
1:00 PM	Cooperative Learning in FLES----Elaine Porter & Georgia Grant
2:00 PM	Essential Components of a Teacher Training Program and How To Set It Up----------Diane Adler
3:30 PM	Matching New Teacher Trainers With Current Teacher Trainers and FLES Teachers In The Project----------Whole Group
4:00 PM	Statewide Third Grade Test in Second Language----Fran Hoch
5:00 PM	DINNER ON YOUR OWN
8:30 PM	Soiree: Teach & Learn New Songs, Dances, and Games MCS:----------Amy Broome & Fran Head

SATURDAY, MAY 18, 1991, DAYS INN, WINSTON-SALEM

9:00 AM	Implementation of Content - Based FLES-----Virginia Cardenas
10:00 AM	Concurrent Sessions: •Revision of the Teacher Training Curriculum, K - 8 •One Other Concurrent Session Option
12:00 PM	LUNCH ON YOUR OWN
1:00 PM	Concurrent Sessions: • Teacher Trainers Round Table Networking Session • FLES Teachers Round Table Network Session
2:00 PM	Panel Discussion of the FIPSE PROJECT Activities Manolita Buck; Joann Mount; Norhma Holton; Burgunde Winz
3:00 PM	Workshop Evaluation and Wrap - Up
4:00 PM	A D J O U R N M E N T

TENTATIVE AGENDA

Thursday, May 14, 1992

1:00 PM	"Planning Second Language Advocacy Strategies"	Group
5:00 PM	Adjournment	
7:00 PM	Review of Certification Candidate Materials	SLEEC
10:00 PM	Adjournment	

Friday, May 15, 1992

9:00 AM	Welcome & Program Overview	Nancy/Jerry
9:30 AM	Panel of New Trainers: "Personal Experiences"	Trainers
11:00 AM	B R E A K	
11:15 AM	Evaluation of FIPSE Project Model	Everyone
12:00 AM	L U N C H	
1:00 PM	Panel of Old Trainers & FLES Teachers --- "Shaping Your Teacher Training Program: Using the FIPSE Curriculum Model"	Trainers & Teachers
3:00 PM	Trainer & FLES Teacher Roundtables On: • Lateral Entry & Certification-Only • Cooperating Teachers: Finding; Paying • Revising Trainer & Teacher Articles Three groups pulled out for: • Interview With Outside Evaluator • One Half-Hour Each Group: (1) Old Trainers (2) New Trainers (3) FLES Teachers	
5:00 PM	Adjournment	

Saturday, May 16, 1992

8:30 AM	A Training Prototype for Teaching Science/Spanish	Ralph
10:30 AM	B R E A K	
11:00 AM	Duplicating the FIPSE Model in Other States	Nancy/Jerry
12:00 PM	WRAP - UP	Everyone
12:30 PM	Adjournment EXEUNT	Everyone

Foreign Language Classroom Observation

D

Observer: Date:

Language being taught: Length of class: Language level: Grade level:

Teacher observed: Itinerant ____ Own classroom ____

Topic of lesson:

Materials used (and black board/bulletin board displays, if applicable):

Record the lesson as it proceeds. Describe what the teacher is doing/saying (and in which language) and what the students are doing/saying:

Appendix D

Foreign Language Classroom Observation Instrument (and FLES Teacher Questionnaire)

Which of the following did you observe? If observed, give examples: D-1

_____ 1) Review of previous learning:

_____ 2) Demonstration:

_____ 3) Use of visuals (pictures, newspapers, graphs, maps, etc.) or real life objects:

_____ 4) Identification and definition of key vocabulary:

_____ 5) Repetition or rephrasing of information:

_____ 6) Use of small groups/pairs or cooperative learning:

_____ 7) Use of hands-on activities:

_____ 8a) Use of language skills: _____ listening, _____ speaking, _____ reading, _____ writing:

_____ b) Inclusion of cultural topics:

_____ c) Inclusion of subject content:

_____ 9) Simplification or explanations of texts or readings:

_____ 10) Use of error correction:

_____ 11) Use of a variety of questions (yes/no; basic information and more complex questions which require students to analyze, hypothesize, generalize, predict, evaluate, etc.):

_____ 12) Correlation of information to students' own experience:

_____ 13) Classroom management techniques:

_____ 14) Summarization/clozure:

JOURNAL COMMENTS (Additional observations) (i.e., What did you learn from this observation? What was it like to be in an elementary classroom? Was there an activity or strategy used by the teacher that other teachers should know about? Did the classroom teacher participate in the lesson? Would you feel comfortable planning and teaching a year-long FLES class? Have your ideas about the responsibilities of a FLES teacher changed after your observation(s)?): D-2

This form was revised by North Carolina FIPSE Project FLES teachers and teacher trainers to be used for FLES classroom observations (1989).

Center for Applied Linguistics CAL

Improving Elementary School Foreign Language Teacher Education
CAL/North Carolina FIPSE FLES Training Project

FLES Teacher Interview
(To be conducted by Teacher Trainer)

Name of FLES teacher _____

School: _____

Interviewed by: _____

1. How long have you been teaching FLES? At what grade levels?

2. How did you learn to teach FLES? Did you have any special training? If so, what kind?

3. What experiences have been most useful for you in teaching foreign language to elementary school children?

4. What other experiences would have been useful to you before you started teaching?

5. What are the most challenging aspects of teaching FLES?

6. What are the most rewarding?

7. How do you think FLES teacher training can be improved?

8. Other questions . . .

Appendix E

Pre-Training Questionnaire

E

Foreign Language Teacher Education Project
Center for Applied Linguistics
1118 22nd St. NW, Washington, DC 20037

1989 Pre-Training Questionnaire

Name _____

Affiliation_____

Address_____

_____

Telephone work:

home:

1. Have you ever taught foreign language to elementary school students? If yes, what language(s), for how long, and in what grades?

2. Have you had any formal training in methods of teaching foreign language in the elementary school? If yes, where, when, and for how long was the training?

3. How would you characterize your philosophy towards teaching foreign language in the elementary school?

4. In your opinion, are methods used to teach secondary students substantially different from those used to teach elementary students? If yes, how?

5. What topics do you feel are most critical to include in a training program for new FLES teachers? (research on early language programs, child development theory, various teaching methods, resources and materials, general elementary school teaching techniques, etc.)

6. What would you like to learn in the seminar?

7. What are your goals for participation in the project?

7. Are you planning to attend the FLES Seminar November 4 - 7, 1989?

_____YES _____NO

Please return this questionnaire to:

Nancy Rhodes
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037

PLEASE RETURN BY <u>OCTOBER 2</u>. Thank you!

Appendix F

Foreign Language Assessment in the Elementary School, FLES NEWS, Vol. 5, No. 2, P. 3, 1991
(Assessment Guidelines)

FLESNEWS

F

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 5, Number 2 Winter 1991-92

Foreign Language Assessment in the Elementary School

Student language assessment is a critical issue facing elementary school foreign language programs. With educational reform and accountability uppermost in the minds of teachers and administrators, foreign language educators are attempting to respond to demands for systematic assessment of students. A symposium was convened recently to bring together foreign language teaching and testing experts who have worked with early language programs to look at the issues involved in evaluating student achievement and proficiency.

The symposium, held at the Center for Applied Linguistics and funded by the Fund for the Improvement of Postsecondary Education (FIPSE), had two goals: (1) to share ideas on how different programs across the country and in Canada are evaluating students, and (2) to develop guidelines to help teachers and administrators evaluate student progress and program effectiveness.

The following are the guidelines—principles of effective assessment and recommendations for future assessment work—that the twenty-one participants developed. These guidelines have since been endorsed by the executive board of the National Network for Early Language Learning.

Principles of Effective Assessment of Early Foreign Language Learning

The following principles of assessment are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts.

1. The purposes for assessment should be clear. The purposes determine the frequency and types of assessment to be done.
2. Assessment should be tied to curricular practices that are informed by second-language theory and research.
3. Assessment should be developmentally appropriate.
4. Assessment should reflect student progress along a continuum from simple to more complex tasks.
5. Assessment should be both formative and summative.
6. Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging tasks.
7. Assessment should employ a broad range of data-gathering methods over time.
8. Assessment should be conducted regularly and frequently.
9. Assessment should be authentic in that it reflects what students do in classrooms on a regular basis.
10. Assessment activities should be contextualized and should include culturally appropriate situations.
11. Assessment should encourage students to reflect on their own progress.
12. Assessment results should be reported in a variety of ways based on the target audience.
13. Educators should use assessment efficiently so that demands on instructional time are reasonable.
14. Planning for assessment should be an integral part of program and instructional planning.
15. Assessment should be tied to careful program description to ensure appropriate interpretation of conclusions.

Recommendations for Future Development in Elementary School Foreign Language Assessment

1. Develop standards for student performance at the elementary school level for various program models.
2. Develop indicators or assessment measures derived from these standards, including

- criteria for holistic assessment for oral and written language
- structured rating system for "hard data" portfolios.

3. Undertake a project that uses comparable assessment tasks so that results can be meaningfully compared across program models and across school districts. Comparability is desirable in order to be able to determine the most effective instructional approaches.
4. Devise mechanisms for becoming informed about evaluation and assessment trends in other subject areas.
5. Network to share information on assessment with other language organizations nationally and internationally.
6. Establish an assessment research agenda to include such items as

- research impact of contextualization of items on test performance
- differences and validity of test items
- appropriate sociolinguistic use of language.

Developed by participants in the Foreign Language in the Elementary School Symposium, December 14–15, 1991, Center for Applied Linguistics.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS *editor for review.*

French

Maxwell, M., & Berni, J. P. (1988). ***Comment ça va?*** Lincolnwood, IL.: National Textbook.

The songs of Matt Maxwell are a wonderful find for the French language classroom. This boxed set consists of a cassette tape containing twelve songs, a songbook, a teacher's guide, and a resource and activity book. Maxwell's songs are lively, amusing, and very singable. This mixture of original songs and adaptations of traditional ones covers a range of subjects and musical traditions from

(Continued on page 6)

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Characteristics *(Continued from page 1)*

cultural knowledge from year to year and level to level. Articulation results from consensus and careful planning and monitoring among language teachers and administrators at all levels, including the elementary school, the middle/junior high school, and the high school.

Curriculum

Human, fiscal, and time resources are made available to the extent needed for systematic curriculum development. The curriculum content (i.e., specific learning objectives and activities) is consistent with the stated program outcomes and is developmentally appropriate to the age and abilities of students. The curriculum-review cycle provides assessment of curriculum.

Instruction

Instruction is appropriate to the developmental level of the students and is consistent with program outcomes and a variety of current professional practices. Proficiency (what the learner can do with the language rather than what he or she knows about it) is the major principle around which today's foreign language teaching and curricula are organized. Instruction in the elementary grades, therefore, provides for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

Materials

Materials that are appropriate for the students' developmental level, rich in authentic culture and language, and related to the curriculum are key components in elementary school foreign language programs. The main focus of all materials, both print and nonprint, is communication.

Evaluation

Processes for evaluating both student achievement and program success are in use. Evaluation processes are appropriate to the goals, objectives, and teaching strategies of elementary school foreign language programs, as well as to the developmental level of children.

Staffing

Programs are staffed by appropriately certified teachers who are well prepared and who are trained in methods and materials for elementary school foreign language instruction, developmental characteristics of the elementary school learner, second-language acquisition theory, and the nature of the elementary school curriculum. Foreign language teachers have a high level of language and cultural competence. The teacher's oral proficiency in the foreign language, based on the ACTFL/ETS proficiency scale, is *at least* "Advanced."

Professional Development

Teachers have ongoing opportunities for professional development to advance their knowledge and skills in the areas of language, culture, and instructional expertise.

School and Community Support and Development

The foreign language teachers work with the total school community to integrate the foreign language curriculum into the school's educational program. The elementary school foreign language program shows responsibility for, and makes effective use of, parent and community resources and carefully coordinates its efforts with the school board and the administrative staff.

Culture

The connection between language and culture is explicit; instruction is implemented within a cultural context. Cultural awareness and understanding are explicit goals of the program.

NOTE: A related summary statement from the elementary school foreign language strand of the Priorities Conference appears in *FLES NEWS* (Volume 4, Number 3). The complete paper by Myriam Met (Montgomery County Public Schools) and Nancy Rhodes (Center for Applied Linguistics), with details of characteristics of effective programs, is in *Foreign Language Annals* (Oct. 1990, Volume 23, Number 5).

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Appendix G

Final Participant Evaluations

G

NOTE: These evaluations were completed at the final meeting, May 1992. (The responses have been typed from the original so that they are easier to read.)

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Before these seminars, even the trainers did not know each other (let alone the FLES teachers). Now we, as trainers can adapt our methods courses and prioritize subjects so that new teachers will be able to enter the new teaching situation with knowledge of the problems and possible solutions.

2. What effect has participation in this training project had on your teaching? Please give examples.

Innumerable advantages. The workshops by Mimi Met, Helena Curtain & Carol Ann Pesola were the most influential, effective & informative sessions. Carol Ann's & Helena's book was also invaluable. I now feel competent and informed.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Absolutely. As the state-wide foreign language consultant at the Vermont State Department of Education I always referred FLES questions to the "experts". Now I can and do provide services in this areas.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

Nov. 89 FLES Methods Seminar most useful

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Most effectively used by teacher trainers to train methods classes and to give workshops to teachers wanting to teach in elementary school.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Most definitely. I suggest retaining the workshop/demos presented by Met, Curtain & Pesola or similar presenters. An excellent coordinator (Nancy Rhodes) is also necessary. If observations of FLES teachers are impossible (because of lack of same) then videos of excellent NC FLES teachers can be shown/used.

7. What recommendations would you make to another state ready to embark on a similar training project?

1. observe excellent FLES teachers
2. appoint a coordinator (like Nancy)
3. train teachers before implementation
4. Allow FLES teachers time to write curricula

North Carolina
FIPSE PROJECT EVALUATION

Check one:
X Participated in phase 1, 1989-92
X Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes, definitely. The project was very timely. We have worked together as a team to build and improve our FLES programs. The time we have had to share experiences has been invaluable to everyone who has participated. There is no gap between teacher trainers and the FLES specialists (the experts). We have created a bond that is very special.

2. What effect has participation in this training project had on your teaching? Please give examples.

As a trainer I have implemented many teaching techniques (in my methods course) that I have observed FLES teachers use. My colleagues in the elementary grades come each year to my methods course and discuss their programs, use of materials, and integration of the L1 and L2 curricula. My collaboration with the committee members has been valuable to my assessment and modification of my teacher ed. programs.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes - I am called on regularly to do workshops because of my involvement in FLES and in this project. My colleagues in the Romance Language Department at my university are very interested in the FLES program and how they can work with me to prepare effective teachers - Yeh!

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

Demonstrations by consultants, trainers, and FLES teachers were very helpful.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

The curriculum will be very useful to other states that are following a similar route to program implementation.

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6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes - I think it takes special organization, cooperation among everyone involved (school administrators, teachers), and a desire to make the model beneficial to others that make the time involved so worthwhile. Our SDPI consultants have made the difference in creating and carrying out a successful endeavor.

7. What recommendations would you make to another state ready to embark on a similar training project?

Call on individuals involved in our project to assist and consult at each step.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. I am communicating with and getting ideas from others such as I have never done before. The willingness of the FLES teachers to have us observe and work with them is a strength in itself. It is also vital to our area of instruction and our grooming of prospective teachers.

2. What effect has participation in this training project had on your teaching? Please give examples.

It has helped to establish priorities regarding the major focus of the methods class—that is, what it should be.

1. A renewed sense of the importance of students participating actively—the old adage of learning to do by doing.

2. The need for future teachers to build the kinds of lessons and unit plans that are realistic and practical with an emphasis on content which coordinates other subject areas.

3. I am in the process of refining the course model to better suit the needs and to include appropriate practice.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

I feel that we are better prepared because we know the weaknesses and the strengths of our programs. We can also better determine where learning emphasis should be placed. Moreover, I think that we have become more aware of the importance of keeping abreast of how we can and must coordinate foreign language learning with other areas of learning.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

The teamwork involved in this groups work is a big PLUS. This kind of collaboration and study - work effort should have been exercised long ago. and it should continue.

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5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

I think that it can be used. It can probably be used the best through training workshops/seminars for teachers.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

It most definitely can be adapted in other states. It would seem that the same basic procedure could be used — a combination of state consultants, teacher trainers and FLES teachers with consideration of focusing on and including more advanced grade levels.

7. What recommendations would you make to another state ready to embark on a similar training project?

— that they look at where they are;
— determine strengths and weaknesses;
— determine who will participate in the group and observe, write and rewrite;
— establish over-all goals

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. Better understanding of role of FLES teacher that which enabled me better to meet student teachers' needs.

2. What effect has participation in this training project had on your teaching? Please give examples.

The greater awareness of the FLES teacher's role pointed out the following for me: necessity of :

(1) thorough preparation for each class (lesson plans)
(2) availability and/or design of materials
(3) crucial role of creativity (imagination) in FLES teacher
(4) realizing that we can burn out our FLES teachers.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes — have already done so (class, conferences)

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Definitely yes - by FLES teachers and trainers but also (1) administrators, (2) elected officials, and (3) State Department of Public Instruction.

6. (1) Do you think the North Carolina FIPSE training model can be adapted in other states? (2) If yes, what modifications would need to be made?

(1) Yes.
(2) In general, there should be no problem apart from openness, but there may be local reasons in their states of which I am not aware.

7. What recommendations would you make to another state ready to embark on a similar training project?

Contact (1) Fran Hoch, Jerry Toussaint, etc.;
(2) Nancy Rhodes;
(3) Helena Anderson Curtain.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Definitely. We all know each other better and network across the state. We feel more inclined to interact, visit one another's classes and ask each other to contribute or share one's specialty with each other. There is no longer a feeling of rivalry, competitiveness or territorial jurisdiction to interfere with our mutual efforts to encourage and improve classroom teaching and preparation of qualified teachers.

2. What effect has participation in this training project had on your teaching? Please give examples.

1. It allowed me to become K-12 certified by providing me with excellent training. 2. It has provided me with access to experts, specialists, resources, models, inspiration and examples that I have incorporated in my classes. 3. I have learned of many actual incidents of real experiences in the schools that help me guide, warn, counsel student teachers in what to expect and to prepare for in the workplace. 4. I no longer teach from the theoretical point of view, but am confident of what actual programs are like. 5. I am more excited and committed than ever to my field and my job. I'm convinced that we must train more and better second language teachers for the future.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. I know where I am adequately prepared to offer guidance, instruction and leadership. And I know where to go to find experts and information to do what I am not capable of doing. I see the weaknesses and problems and am able to make suggestions or changes that will address them because of the sharing I've experienced with these professionals and colleagues.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

The opportunity to share problems and concerns with each other as well as to have the suggestions and comments of the experts who have come from other parts of the nation (Pesola, Curtain, Met, Rhodes, etc.) has been invaluable. The personal "testimonies" and demonstrations as well as group projects with content-related topics gave me many ideas and showed me how to pass it on to my students.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes - why not? It is sound teacher training and incorporates the basic principles which are essential for training teachers in any discipline--only the subject to be taught would replace the specific references to Sec. Lang. Then, too, this is all sound content for secondary teachers and could be added on, expanded and given more depth of in the area of the knowledge of the lang. and culture for teaching the higher levels.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes. The networking and matching of university personnel with FLES teachers depends on geographical limitations and actually knowing who and where the good teachers are. Perhaps some travel to other states will be necessary and this would require release time and funding that our program didn't consider. Some summer institutes for pairing the teachers would be good if the children cold be assembled for the hands-on experience.

7. What recommendations would you make to another state ready to embark on a similar training project?

Provide the funding and the release time because it is worth every penny. Choose the best teachers in the public schools to be found, of all ages and background. The young ones are as valuable as the veterans. Include education specialists, reading specialists, supervisors, administrators, all who are sympathetic to language study, but whose expertise can aid the foreign language specialists.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
X Participated in phase 1, 1989-92
X Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

It gave opportunities for observations and working together that would not have occurred otherwise. The "getting to know" other teacher trainers and exchanging ideas with them was equally helpful. We now have a network that attacks problems before they arise in some instances and as they arise always.

2. What effect has participation in this training project had on your teaching? Please give examples.

It was at one of our FIPSE meetings that I first heard of "cooperative learning." I have incorporated that into my methods as well as many practical ideas (more demonstrations) from FLES teachers. It has been professionally rewarding to be able to work with some of our consultants who have opened many new vistas.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. I feel much stronger in FLES methodology, both theory and practice. Learning to pull in ideas and content from other areas of the curriculum has made me and my students more knowledgeable about elementary schools' curriculum.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes		X		
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Certainly by teacher trainers and public school teachers or administrators planning to provide workshop training for FLES teachers or even classroom teachers especially.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

First, let me say that the process of coming up with the curriculum was one of the most important parts for me. Teachers need to be involved in building something together.

7. What recommendations would you make to another state ready to embark on a similar training project?

Get Nancy Rhodes!

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Very much so. I am a teacher trainer and my experience as a FLES student teacher in this project made me keenly aware of the duties, knowledge, expertise and experience a FLES teacher must have. I also became aware of many of their problems. My involvement on this committee and my interaction with both, teacher trainers and FLES teachers, has changed the way I conduct my methods classes. I believe I have a much more realistic (although not perfect) approach in my methods classes.

2. What effect has participation in this training project had on your teaching? Please give examples.

I require a lot more student involvement in my methods classes. I might even say that my methods classes become almost like workshops. I try to focus on "real" situations and problems in the class and require class-observations of all my students. They also have to do a lot of presentations in class. The classes have become more student oriented, rather than teachers directed.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

I definitely believe this is true. I have an "evangelistic" drive now that I did not have before. Part of the problem I've encountered, however, is that at the college level, that spirit is not necessarily shared.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

I think the choice of Helena, Carol and Mimi as consultants was excellent. We have had the best.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. Teacher/trainers, language supervisors and FLES teachers.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes, and it should be. Possibly more interaction between FLES teachers and teacher trainers.

7. What recommendations would you make to another state ready to embark on a similar training project?

Seek the close cooperation of Jerry, Nancy and the other consultants. They've been through it and I'm sure that they could make significant contributions.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes - communication is easier when "they" become a real, live individual. (They say, they do, etc.) The old Indian adage of walking a day in someone else's moccasins certainly applies. The friendships and trust developed in this group will have a very long positive effect in N.C. FL programs and instruction.

2. What effect has participation in this training project had on your teaching? Please give examples.

I'm a better methods teacher. I can give specific examples of what problems might (and probably will) arise, what are some possible solution, etc. Also I have a very large pool of resource people to contact to visit my class and to offer me advice.
I'm a better Spanish teacher. What I learned to do with 3rd graders works with university students.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

I am. If nothing else, it has increased credibility. I'm grateful for the opportunity to participate. The leadership from CAL and from SDPI is exemplary.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar		X		
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

The sharing sessions were most helpful. Also the first teaching project in which teacher trainers and FLES teachers worked together to present a story to the group was fun (but stressful!)

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes - by SDPI, by methods classes, by local units developing curricula.

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6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes - none (except start session on time!)

7. What recommendations would you make to another state ready to embark on a similar training project?

None. It's perfect.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. Just the fact that you had FLES teachers and teacher trainers working together improved not only communication between those two groups but it made teacher trainers aware of REALITY. In other words, the teacher trainers now are more sensitive to the problems (and solutions) that a FLES teacher faces daily and this adds a new dimension to their training.

2. What effect has participation in this training project had on your teaching? Please give examples.

I am aware of the advantages of learning, how to be a FLES teacher. One of those advantages is the development of better class management techniques. One small example: How to end a class period. Instead of the chaos of everyone closing books, you devise a farewell closing statement before the bell rings so that you have control of the end of the period, not the bell.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, I feel much better prepared to explain what language education is and how to go about it. It strengthens my approach to language teaching.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum				X
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. It can best be used by college professors (teacher trainers) to train their students at all levels, not just for High School training.

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6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes.

7. What recommendations would you make to another state ready to embark on a similar training project?

To be aware of the problems that we have found (articulation, for example) and to try to address them before they start their programs.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes, definitely. In my case the FLES teacher became my "teacher." I have continued to seek advice from the FLES teacher, and I now have a special "lab" for my methods class and student teachers.

2. What effect has participation in this training project had on your teaching? Please give examples.

I have become more realistic in how to train my students. I have had to study the Elementary School Curriculum very carefully in order to train my students in content-based instruction. I have added more practical experiences to my methods class.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, I feel much more confident to provide in-service and pre-service workshops. One of the greatest things is that we now have a "pool" of trainers and teachers to invite to our classes and to special conferences and workshops.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

I am much more familiar with available FLES materials and also how to create materials.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes, definitely - it states the basic competencies needed by a FLES teacher. It can best be used by university teacher trainers in planning programs and in methods classes.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes, certainly. If possible, place trainers and FLES teachers closer to each other. Of course, this was not always possible in N.C. More contact between old and new trainers.

7. What recommendations would you make to another state ready to embark on a similar training project?

Go for it! It's a great project. Look at positive and negative aspects of N.C. project. Provide follow-up seminars after project is over.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. Participation allowed me to meet not only with (my) participating FLES teacher, but with all other FLES teachers in the system. I was able to get their input for methods course development. This also facilitated student teacher placement.

2. What effect has participation in this training project had on your teaching? Please give examples.

I would never have understood the significances of careful planning for time management and classroom management without this experience. These are only two examples. All things that go on in the elementary classroom become so much more meaningful and vivid when you actually do them yourself.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. The commonality of experience and practice which became apparent in meetings and discussion was most striking. This will tend to make training programs more uniform; fortunately the overall experience and knowledge of all participants was such that it raised the level of commonality to a high level.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar		X		
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

Would have liked to have more direct participation of FLES teachers in development of methods course, e.g. what items, activities, topics, etc., should be in syllabus and which should not be in syllabus (or down-played). Discussions of why would have been useful.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. It should serve as a point of departure in other locales. Teachers, etc., would then tailor it to their specific situation, needs, goals, etc.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes This is the model which should be used. This is the only way that a program can evolve which will work at all levels in a given state.

7. What recommendations would you make to another state ready to embark on a similar training project?

Be prepared to invest much time and effort in a program which you know is designed for your state specifically. Use other models (study, examine, discuss), but make sure the end product is of your own making.)

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
__X__ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes, absolutely, because, they observed each other, planned and actually the teacher trainer went to the classroom to teach one or two or more lessons. Theory and practice get together as a unit.

2. What effect has participation in this training project had on your teaching? Please give examples.

It has been a good experience. I'm sorry that I did not have the change to participate in phase 1. I had the chance to observe an excellent FLES teacher - enrich myself and become a better prepared teacher trainer, given priority to the aspects than are relevant for the student.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, because we have had the chance to learn so much, we have met people that can be good resources and have established a nice network of so many talented people.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

Round table (discussions) have been very interesting. The writing of the article to be published was very interesting In general, all the activities have been interesting.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes, as a guide for the teacher trainers and for the college administrators to set early the requirements for students majoring in foreign language and elementary education.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes, modifications should be related to the requirements for certification that each state has and related to the needs and special characteristics of the state or community.

7. What recommendations would you make to another state ready to embark on a similar training project?

To take our (model) and make it better (if you can).

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes - I had a chance to experience the reality of public schools. I observed the acquisition process of the students and the development of the curriculum. We interchanged ideas, problems and materials. It will be a great source of information for my methods class. I learned a lot about discipline, classroom management and learning styles.

2. What effect has participation in this training project had on your teaching? Please give examples.

It has given me information about the state-of-the art in Elementary language teaching. It has provided me with an opportunity to meet the experts in the field. It has also given me the practical experience that I needed to add to my methods class. The practicum is crucial to student-teachers. Meeting different FLES teachers will give me a chance to invite them to my classes so my students can get a grasp of their future commitment.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, we are.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum				X
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

It should be used by all teacher trainers and should also be available to FLES teachers and administrators.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Administrators need to be part of the group and also language teachers teaching middle and high school.

7. What recommendations would you make to another state ready to embark on a similar training project?

To get as much information as possible, check with people who have had the experience and adapt the project to the needs of their state.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

There was a great deal of collaboration and cooperation with the "seasoned" teacher and the FLES teacher. And as a new teacher trainer, the gains professionally and personally were tremendous. We met and spoke on the phone regularly, shared ideas for classroom management and were sources of inspiration.

2. What effect has participation in this training project had on your teaching? Please give examples.

I am actually acutely aware that the teacher trainer needs to be a "mentor" - to be simultaneously inspiring, encouraging and stimulating the student teacher. My experiences in teaching 5-6 year olds make me sensitive to some of the anxieties that student teachers face when they must master the language they are training to teach as well as the methodology necessary to implement the program. I will try to teach them the importance of (1) being flexible to unexpected circumstances and situations, (2) time management, and (3) the necessity to "win-over" students, classroom teachers, parents, administrators, etc.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes - we certainly are better prepared. An added advantage is that we have become personally acquainted with a number of persons who can aid us as resources for in-service and pre-service workshops, etc.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum				X
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

Whole heartedly

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

I think that it can be used by all states either in developing or improving current curriculum programs.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Also - yes!! The co-operation and collaboration writing from elementary to high school teachers, teacher trainers and administrations has made us all more sensitive to the problems and joys of our respective areas.

7. What recommendations would you make to another state ready to embark on a similar training project?

Recommend that the FLES program be implemented and pay special attention to middle grades "FLMS." Use content-based programs.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. It established personal and professional relationships that are quite valuable. Teacher trainers can avail themselves of the experience and expertise of the FLES teachers and have as consultants. A cooperative relationship, in short, that did not exist before.

2. What effect has participation in this training project had on your teaching? Please give examples.

It has made my teaching of the 2-language methods (class) less theoretical and more focused on demonstrating and recommending (after having learned them) techniques and approaches for teaching foreign language proficiency with a content-based orientation.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. Most definitely. Before it I would have not thought of making a presentation. Now, I can do it.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

The exchange of ideas with other teacher trainers, with the support that we can give each other. Networking extremely useful. The development of the curriculum was a great professional experience.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. The teacher trainers should have an orientation workshop where specific local characteristics are taken into consideration and adaptations made according to such characteristics.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Have an initial pairing of teacher trainers with elementary teachers working on a longer, more structured format. Develop model units for teacher trainers and teachers to guide them in the original stages.

7. What recommendations would you make to another state ready to embark on a similar training project?

Plan a K-8 program, giving equal emphasis to the different levels, not just the "easy" enthusiastic K-3 one, and then avoid the problems we are facing with the middle grades now.

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North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Participation definitely improved collaborating by allowing both groups to work as peers. The exchange of information between both groups was extremely valuable.

2. What effect has participation in this training project had on your teaching? Please give examples.

Has given me greater access to a support system for new ideas. Has made me more aware of what is going on in the field of foreign language in general and FLES in particular.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Absolutely, has opened the field of FLES and most current knowledge to me.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar		X		
Observations of FLES classes		X		
Teaching of FLES classes		X		
Observations of other teacher trainers		X		
Development of teacher training curriculum		X		
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

It can definitely be used as a foundation and adapted by other states to meet their particular needs.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes - perhaps involve a few secondary foreign language teachers.

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7. What recommendations would you make to another state ready to embark on a similar training project?

Realize that it is a process and processes take time.

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North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. Made us aware of our "common" problems. Gave a better idea of what student teachers need.

2. What effect has participation in this training project had on your teaching? Please give examples.

I engage student more. More emphasis on active learning.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Definitely, especially with new ideas for seminars, workshops and conference.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

I found the different presentations very useful. Learned new techniques.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

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6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes. The modifications determined by the composition of the population, how homogeneous that population is or is not.

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7. What recommendations would you make to another state ready to embark on a similar training project?

To definitely use Fran & Jerry as consultants, together with a selections of the "old" trainers.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. There was good discussion during the two meetings I attended related to the present and future issues facing foreign language instruction in our state. There was also good dialog between my paired teacher trainer and myself. In general this project served as a think-tank.

2. What effect has participation in this training project had on your teaching? Please give examples.

After observing my paired teacher trainer instruct my students I have a renewed rigor for my own lessons presentations. I am intrigued by the notion of "seeding." And I have a renewed sense of responsibility toward those students who are somehow at odds with schooling. I have also realized the need to change methods and/or content in the fourth and fifth grades.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

I think that the teacher trainers were provided with considerable information and experience. My hope is that they will implement these concepts on their preparation of new teachers.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers				X
Development of teacher training curriculum				X
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers				X

Other comments on specific project activities:

I came on the committee in the fall of '91 as a FLES teacher and was not privileged to those activities listed above.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes, as a guide, a starting point by a similar committee.

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6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes.

7. What recommendations would you make to another state ready to embark on a similar training project?

Have all participants members of the project from the beginning. Establish ways for FLES teachers to disseminate information.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

This project opened up avenues of communication between teachers and teacher trainers that I do not feel existed before. It is crucial that we learn from each other and turn to each other for ideas, support and help. Perhaps this experience should be replicated in other content areas as well.

2. What effect has participation in this training project had on your teaching? Please give examples.

More than anything else, this project has made me reflect on my teaching. It has put it in a different perspective by hearing other people's comments. My actual teaching has not changed; however, I feel free to share concerns and successes with other FLES teachers and teacher trainers.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, we are more prepared. If for no other reason than that of having meeting times to discuss the "reality" of being a FLES teacher, we have become more prepared. Teacher trainers have experienced that the "doing" is different than the "telling how to do." FLES teachers feel more support by having witnessed the "humbling," or, more accurately, the empathy, of the trainer.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar		X		
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes - especially for those students seeking certification K-12 or for those secondary teachers who wish to teach elementary.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes - no modifications providing a similar situation exists.

7. What recommendations would you make to another state ready to embark on a similar training project?

1) adequate time/release time for all
2) list of expectations for participants

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. The communication with the teacher trainer gave us both an opportunity to evaluate the goals, methods, practices, problems which we both need to address. The personal, one-on-one relationship allowed more effective communication.

2. What effect has participation in this training project had on your teaching? Please give examples.

It helped me examine my own methods and refine/improve them in order to provide better and more meaningful experiences for my teacher trainer. My students also benefitted, both from my extra efforts and from their experiences with the teacher trainer.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes -- most emphatically. I feel that we all are better informed, especially with regard to where to turn for help, information, etc.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes				
Observations of other teacher trainers				X
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers	X			

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. This should save the colleges and universities of other states beginning implementing elem. f.l. programs a world of time/finances, etc., by providing a very comprehensive model with which to educate their FLES teachers.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes. Depends on their needs.

7. What recommendations would you make to another state ready to embark on a similar training project?

Make sure you have highly qualified, knowledgeable people (Helena Curtain, Nancy Rhodes), and others who have participated in similar programs as consultants. Invite participants to share personal problems, experiences, solutions.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. It has been one of the best experiences of my teaching career. I feel we learned a lot from each other.

2. What effect has participation in this training project had on your teaching? Please give examples.

It has made me a better teacher. The input given by other FLES teachers and teacher trainers, the workshops, etc., have provided me with a vast amount of resources to use in the classroom and share with other FLES teachers and classroom teachers.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, and I have been averaging 20+ presentations a year for the past three years. I have been extremely excited about sharing my ideas and findings.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers				N/A
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

I wish FIPSE could continue! Every time we meet it rejuvenates me.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes! Competencies are very clear and can serve as a learning tool for teachers at my level.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes! Maybe something to improve Phase II participants involvement with Phase I participants.

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7. What recommendations would you make to another state ready to embark on a similar training project?

Take all of us to implement it.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
_X_ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. By working closely with the teacher trainer, I learned about college professors' problems. After all, they have never taught at the elementary level. How can they know how to train others? Planning together, evaluating the lessons helped both of us.

2. What effect has participation in this training project had on your teaching? Please give examples.

I am more aware of the importance of good planning, of looking at the whole spectrum of foreign language instruction from elementary to college.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. thanks to the sessions in Winston-Salem, I feel better prepared to work with groups.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				X
Observations of FLES classes				X
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum				X
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers				X

Other comments on specific project activities:

I liked the round-table discussions because they showed that I was not alone, that my problems were very similar to those of other FLES teachers.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes, absolutely. It should be used by universities that train FLES teachers, and by students learning to become FLES teachers.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes. It is a great idea for training college professors to adapt their methods and their outlooks on teacher training.

7. What recommendations would you make to another state ready to embark on a similar training project?

Keep it small at first and expand gradually to ultimately include all teacher trainers.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

Yes. In my case I have continued working with teacher trainers by making presentations to her methods class. On occasion, some methods students have been to observe some of my classes. The teacher trainer has also become a key person in developing a collaborative involving teachers from all levels - elementary, middle, high & university. This was the first year of the collaborative and a need for communication between all levels has been established.

2. What effect has participation in this training project had on your teaching? Please give examples.

The trainer with whom I worked does a wonderful job at storytelling. Before she taught my classes, with a story, it was an area I gave little attention to. I knew very little about how to do this in L2. I am now aware of ways to use some whole language techniques with my students. Units can be developed around one simple story. It is an excellent approach to providing contextual use of the language.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes. This experience provided a means of understanding what needs student teachers and teachers have to better develop second-language teaching.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers				X
Development of teacher training curriculum		X		
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes

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7. What recommendations would you make to another state ready to embark on a similar training project?

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

This has been a wonderful example of how all levels of educators can improve the methods in which learning is facilitate. All participants involved devoted much time and energy to enabling children to learn as much as possible. I was impressed with the respect that each group had for each other, especially for the children who would be affected directly by this project.

2. What effect has participation in this training project had on your teaching? Please give examples.

Methods, Rationale, and Activities were presented at every meeting that would meet children's learning needs. Emphasis on continuing a concrete, hands-on, and content-integrated (approach) was encouraged and applauded.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Materials have been produced that can be used to share with school systems as well as individual teachers. This has made it easier with in-service workshops.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes	X			
Teaching of FLES classes	X			
Observations of other teacher trainers	X			
Development of teacher training curriculum	X			
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

I feel disconnected from the new group of participants.

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

I'm sure that it can be adapted to their own situation. I would suggest it be reviewed by the IHE and by the schools' administration and teachers.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

It is a wonderful training model that needs to be shared. It is imperative that all different levels affected be involved in making these decisions.

7. What recommendations would you make to another state ready to embark on a similar training project?

I recommend they make more efforts to share this information and these learning experiences with more people. It was inspiring to see that we always kept "children first" in our decisions.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_X_ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

I think this project did provide many valuable opportunities for FLES teachers and teacher trainers to collaborate. I really feel that teacher trainers listened to ideas and concerns from the FLES teachers and have made many positive changes in their methods classes.

2. What effect has participation in this training project had on your teaching? Please give examples.

Participation in this training project has given me an excellent "networking" opportunity to exchange ideas with FLES teachers and teacher trainers. It has helped me change and modify some of my own classroom techniques. I've enjoyed working with the out of state "experts" to gain additional knowledge and perspectives for second-language education.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

I definitely think that teacher trainers and FLES teachers are now more qualified and enthusiastic about providing in-service workshops, etc. I have appreciated the opportunity to conduct some in-service workshops at the university level during this project. I think it will encourage future in-service workshops.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar	X			
Observations of FLES classes				X
Teaching of FLES classes				X
Observations of other teacher trainers	X			
Development of teacher training curriculum		X		
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers		X		

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

I think other states can use this and would benefit the most if it could be used prior to actually beginning a L2 curriculum.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

I think this model could be used and adapted by other states. Encourage teacher trainers to spend as much time as possible doing classroom observations and actually teaching some classes.

7. What recommendations would you make to another state ready to embark on a similar training project?

Allow a lot of planning time!! This is so important to establishing quality programs.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
_____ Participated in phase 1, 1989-92
_____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

2. What effect has participation in this training project had on your teaching? Please give examples.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

Yes, the project certainly did. I believe the project has done a great deal to better prepare all concerned. It has made a very significant contribution to the level of second-language teacher training in North Carolina.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				
Observations of FLES classes				
Teaching of FLES classes				
Observations of other teacher trainers				
Development of teacher training curriculum				
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers				

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

I believe the Elementary School (K-8) Foreign Language Teacher Education Curriculum represents an invaluable resource for other states. It should be used by school program planners, curriculum supervisors, principals, teachers and university teacher trainers to plan and implement successful K-8 second-language programs.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

I believe the FIPSE training model can be adapted in other states. The modifications will depend on the needs of the school system/personnel/languages/buildings, etc.

7. What recommendations would you make to another state ready to embark on a similar training project?

Do it! The results appear to be invaluable.

North Carolina
FIPSE PROJECT EVALUATION

Check one:
____ Participated in phase 1, 1989-92
____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

2. What effect has participation in this training project had on your teaching? Please give examples.

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

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Teaching of FLES classes				
Observations of other teacher trainers				
Development of teacher training curriculum				
May 91 Seminar with "old" and "new" teacher trainers and FLES teachers				

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes. Can be used by colleges and universities who are planning to train FL teachers to teach at the elementary level. Competencies needed by those teachers vary from those required at the secondary level. Teachers and teacher trainers would be helped by this doc.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

I think it can be adapted to the individual needs of each state. Could be used in a middle school situation in an area where few FLES programs existed.

7. What recommendations would you make to another state ready to embark on a similar training project?

Include the second group earlier on in the process. Why not start with the entire group? I felt that the last group did not have the opportunity to benefit from the training as much as the first group.

Check one:
_____ Participated in phase 1, 1989-92
_____ Participated in phase 2, 1991-92

1. Did participation in this project help improve collaboration among FLES teachers and teacher trainers? If yes, how? If not, why not?

_____

2. What effect has participation in this training project had on your teaching? Please give examples.

_____

3. Did the project build a statewide capacity to increase professional development by improving training skills of participants? In other words, are you (both teacher trainers and FLES teachers) better prepared to provide in-service and pre-service workshops, seminars, and classes at universities, conferences, school districts, etc.?

The most advantageous aspect of the program was the interrelationship formed between teacher trainers and FLES teachers. Each learned from the other and they are willing to work together to provide in service, preservice workshops, etc.

4. Now that you've had a chance to implement some of the techniques and strategies you observed in FLES classrooms and at FIPSE seminars, please rate the usefulness of the following activities:

	Very useful	Useful	Not very useful	Didn't participate
Nov. 89 FLES Methods Seminar				
Observations of FLES classes				
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Development of teacher training curriculum				
May 91 Seminar with "old" and "new"				
teacher trainers and FLES teachers				

Other comments on specific project activities:

5. Do you think the "Elementary School (K-8) Foreign Language Teacher Education Curriculum" can be used in other states? How can it best be used and by whom?

Yes, by teachers and teacher trainers. It can also serve as a guide for the development of certification competencies.

6. Do you think the North Carolina FIPSE training model can be adapted in other states? If yes, what modifications would need to be made?

Yes, but adaptations will need to be made when few elementary FL programs exist. Other means for practice will need to be identified.

7. What recommendations would you make to another state ready to embark on a similar training project?

1. Identify resources
2. Find a small group who wants to participate and begin with them.